



Evidence Item: 66 Teacher candidate work samples related to impact on student learning

CAEP Standard: 3

Component: 3.3

Location for the Evidence: 3.3.3

The Purpose for the Evidence: The purpose of this evidence item is to share teacher candidate work samples. Teacher candidates apply what they have learned in the program while leading a Teaching for Learning Capstone (TLC) unit. The teacher candidates find out what their students know at the beginning of the unit and assess how well the students have learned about the intended learning targets by the end of the unit. The concepts of pre-assessment/post-assessments, formative assessments, and summative assessments are taught in the EDUC 450 Trends in Assessment and Educational Issues course, as well as emphasized in methods courses before the student teaching experience.

Administrative Comments: The Table of Contents is intended to help viewers be efficient in locating information quickly and hope to help viewers access what he or she believes is important for their needs.

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First Sample of Teacher Candidate Work

<http://myfolio.vcsu.edu/breannajohnson2.myefolio.com/Evaluate.html>

Valley City State University Teaching for Learning (TLC) Template

General Information	
UNIT AUTHOR	
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Electronic Portfolio URL (if applicable)	
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UNIT OVERVIEW	
Unit Title	Planets in Our Solar System
Content Area	Science
Grade Level	Third Grade

EVALUATE – Assessing Student Learning	(connects primarily with Rubric 8 in Assessment)
Purpose: To assess student achievement, diagnose student learning strengths and needs, and inform instruction. Provide evidence of your ability to 1) develop evaluation criteria aligned with your main idea, standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.	
A. Evaluation Criteria	(connects primarily with Rubric 8 in Assessment)
1. Communicate your criteria for student performance. How did you determine proficiency levels in student learning?	
I determined proficiency levels in student learning by looking at their pre assessment and post assessments. From looking at the pre assessment, I knew where students excelled and areas they struggled. I used the classroom grading scale to give the students grades on the post test as well as some of the worksheets to see how they did. If students could tell me the planets in order, identify characteristics of them, tell me which planets belonged to the inner and outer planets, they were at the mastery level. If students could tell me the characteristics of the planets, could name some of the inner and outer planets, and was able to get the order of the planets right, but missed a few, they were proficient. If students could name some of the planets, some characteristics of planets, and could name the inner and outer planets but were not in the right group, they would be approaching proficient. If students struggled to name the planets, the planets that belonged to the inner and out planet groups and struggled with putting the planets in order and could not name characteristics of planets, they would be below proficiency.	
2. Analyze student performance across the class from one assessment completed during the learning segment. (Provide a copy of the assessment.) Explain how you measured students' progress toward learning the main idea, the targeted standards, and the learning objectives. Describe class trends.	
The pre and post- assessments that were used had the same questions. After taking the pre-assessments, I was able to see what my students knew about the planets in our solar system. Many students except for one did not do so good on the pre-assessment. This showed me the students did not know much about the planets of our solar system. Some students had the planets in the right order but had a few mixed up. Some students were not able to put the planets in the correct order. These students did better on the post-assessment than they did on the pre-assessment and by the end of this unit, they were all advanced or proficient on this topic. By the end of the unit, students were able to meet the learning objectives and the standards for this unit.	

Solar System

Name: _____

Directions: Place an X on the line if the statement is true. If the statement is false, put a 0 on the line.

- There are 10 planets in our solar system.
- Some planets have rings around them.
- The solar system is made up of the sun and everything that orbits or moves around it.
- The sun is at the center of the solar system.

Directions: Select the best answer for the following.

- Which planet is the planet we live on?
 - Mars
 - Mercury
 - Earth
 - Neptune
- What is a planet?
 - Large object that orbits or moves around the sun.
 - Cloud
 - Body of water
 - An object that can be found in the sky.
- Which of the following is not a planet?
 - Mars
 - Mercury
 - Jupiter
- Which of the following planets are the closest to the sun?
 - Neptune, Uranus, Earth, Mars
 - Mars, Saturn, Jupiter, Venus
 - Saturn, Uranus, Uranus, Neptune
 - Mercury, Venus, Earth, Mars
- Which of the following planets are the furthest from the sun?
 - Neptune, Uranus, Earth, Mars
 - Mars, Saturn, Jupiter, Venus
 - Jupiter, Saturn, Uranus, Neptune
 - Mercury, Venus, Earth, Mars

16. What keeps the planets and other objects in space?

- Mass
- Gravity
- Force
- Water

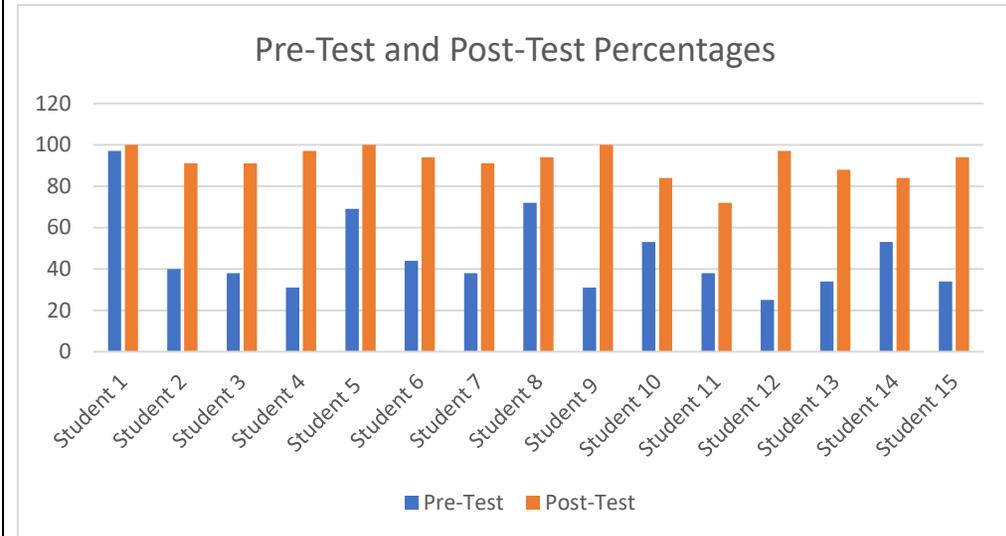
Directions: Use the words in the word bank to help fill in the blank boxes with the correct planet name.

Directions: Answer the following using complete sentences.

- Name three ways that the inner planets and outer planets are the same.
- Name three ways that the inner planets and outer planets are different.

3. Communicate the extent to which the whole class met the standards/objectives. Summarize student performance in narrative and/or graphic form. Discuss what most students appear to understand well, and any misunderstandings, confusions, or needs.

These students did better on their post-assessment than their pre-assessment. Right away they did not know much about the planets of our solar system and their characteristics. Towards the end of the unit, the students showed they understood the planets and their characteristics. Students were able to list the planets in order from the closest to the sun to the furthest from the sun. Students were able to group the planets into the inner and outer planets as well. Some students would get the planets mixed up while there were listing them in order, but by the end of the unit, they were able to list them in order from the closest to the sun to the furthest from the sun. There were 14 out of the 15 students who were advanced or proficient. There was one student who was approaching the proficient level. The students were able to demonstrate their learning on the post-assessment and met the standards of this unit. Below is graphic information of the students' pre-assessments and post-assessments.

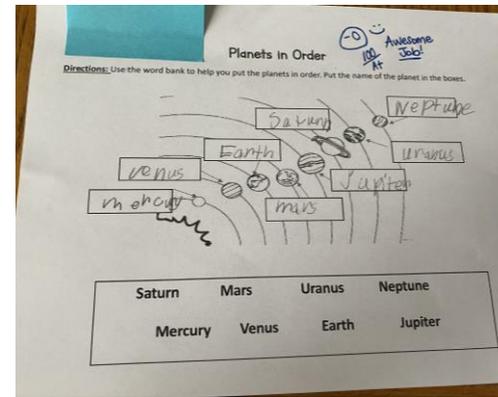
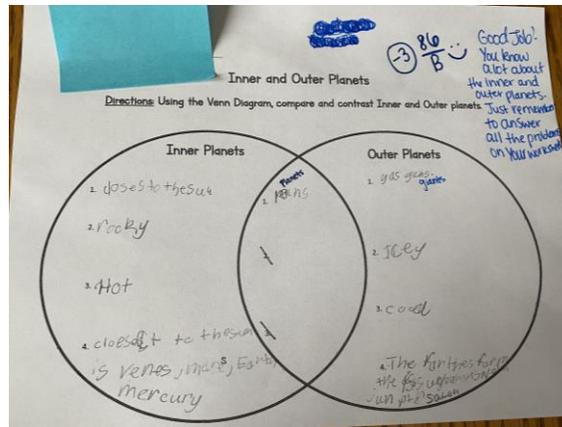
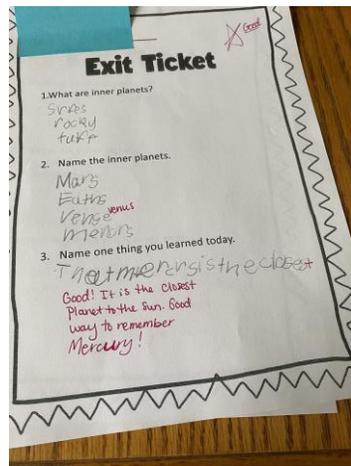


	A	B	C
1	Students	PreTest	Post Test
2	Student 1	97	100
3	Student 2	40	91
4	Student 3	38	91
5	Student 4	31	97
6	Student 5	69	100
7	Student 6	44	94
8	Student 7	38	91
9	Student 8	72	94
10	Student 9	31	100
11	Student 10	53	84
12	Student 11	38	72
13	Student 12	25	97
14	Student 13	34	88
15	Student 14	53	84
16	Student 15	34	94
17			

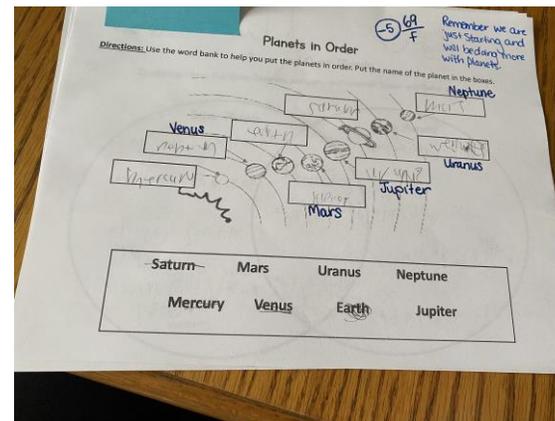
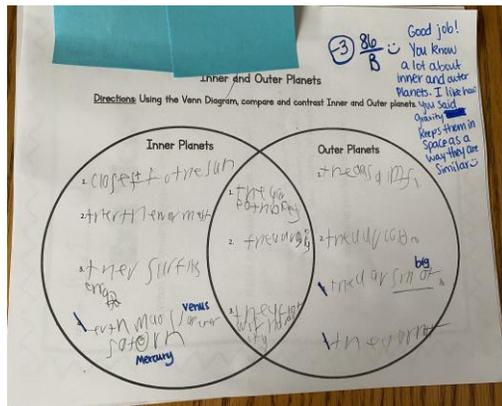
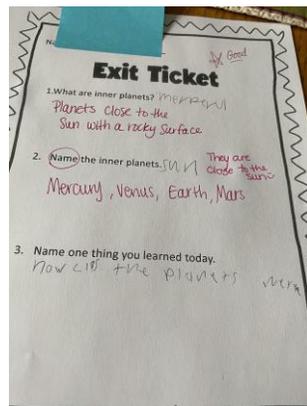
4. Select three focus students, one of whom has identified learning needs, e.g., an English Language Learner, a student with an IEP, or a student identified as gifted and talented. Describe each student's individual learning strengths and challenges relative to what was measured by the assessment. Provide work samples from each student. **Remove names of students, yourself, and the school with correcting fluid, tape, or marker prior to copying/scanning the work samples.**

Student A: This student is not on an IEP but is one of the lower achieving students in the class. He has good comprehension skills and grasps onto concepts quick but is a low reader. A weakness would be that he often doesn't take time on his work and will forget problems or not finish his sentences like shown below. He is very good at using the word bank and making sure everything is spelled correctly as everything is right on the paper. During the group activities, he worked well with his group. He participates in class activities and he

participates during discussions. This student did well during the unit, and it showed on his post-assessment. This student enjoyed the art project we completed and enjoyed getting to name his planet and provide facts about it.

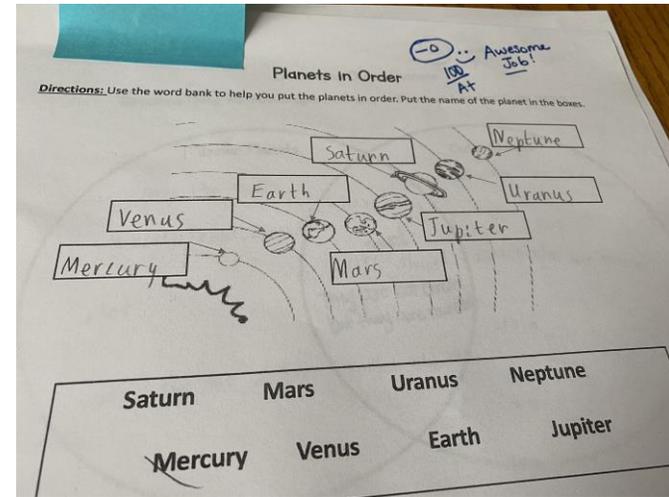
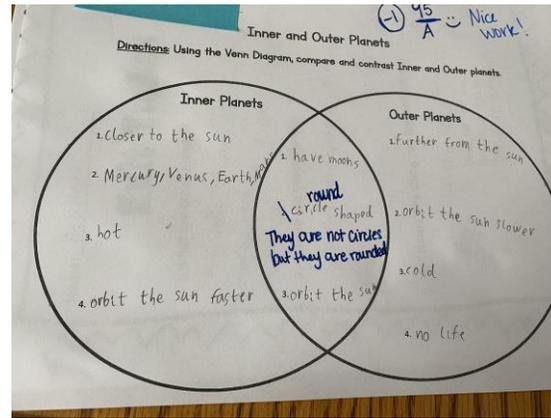
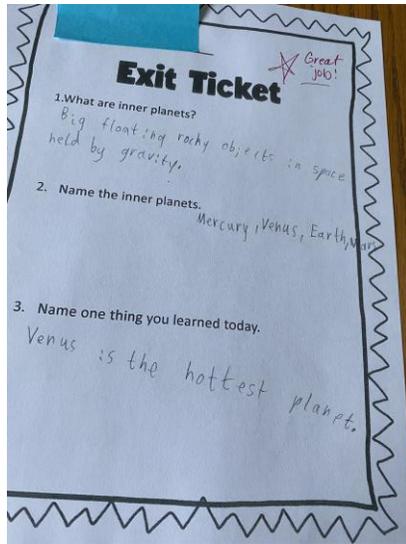


Student B: This student is on an IEP. He has trouble with copying from a text and spelling. He also has some phonics trouble and is a low reader. This student gets distracted easily and is often reminded to stay on task. This student rushes through his work and results in low grades. He did well on this science unit. He works well with others and can comprehend what he learned. I read him the test so he would be able to better understand what was asked of him. He participates in class activities and he participates during discussions. This student enjoyed the art project we completed and enjoyed getting to name his planet and provide facts about it. By the end of this unit, he demonstrated that he understood the planets of our solar system.



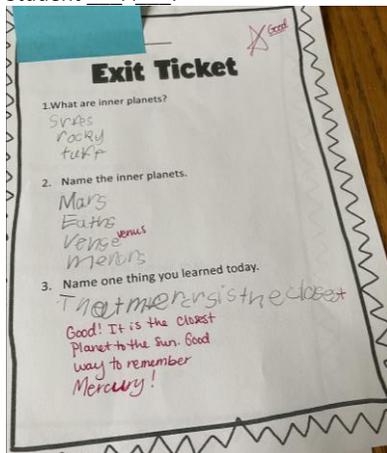
Student C: This student is one of the higher achieving students in the class. He did exceptionally well on this unit. He was the only one who did well on the pre-assessment. He enjoys school and excels in all areas of school. He is very creative and works well with others. This student was able to list the planets in order from the closest to the sun to the furthest from the sun. He was able to name and define the inner and outer planets of the solar system. On the pre-assessment he gave an answer to the difference between the inner and outer planets that I would never have thought of. This student is good at comprehending what he learns and demonstrates his learning well. This student is hard on himself when he makes a mistake because he knows he can do better. He often would double check to make sure he was right before handing in his work even though he had the

correct answers. This student is very smart and knows what he is doing, he needs to believe in himself. I would remind him that he knows the content and is doing a good job. Pictured below are some samples of his work.



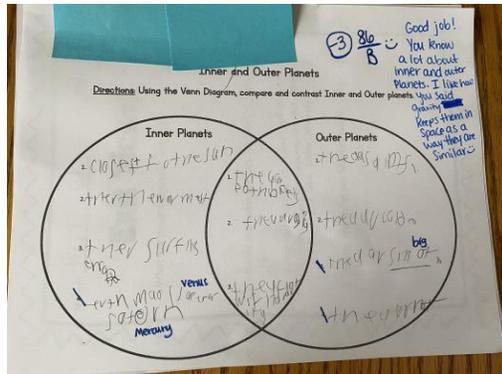
5. Document evidence of feedback on the work of **two** of the three focus students.

Student A :



On this exit ticket, this student wrote he learned that Mercury was the closest planet to the sun. I left a positive comment on how that is a great way to remember where Mercury is in our solar system.

Student B:



For this student, I started with a positive comment and finished it with I liked how he included how gravity keeps these planets in space. As some might not realize that would be a similarity.

6. Explain how your feedback addressed individual student needs and learning objectives. Provide specific evidence of effective, formative feedback descriptively shared with students - specifically success feedback (something the student did correctly) and/or intervention feedback (describing correction or a feature of quality needing work) given to students and describe opportunities for the students to apply the feedback to improve the work or their understanding. (Rubric 9 in Assessment)

Feedback is important not only to teachers, but students as well. I like to provide my students feedback on their work whether it be to say how well they did or to give them ways they can improve. Everything we did during this unit I would give feedback on. I would say how well students did on their assignments or how I liked their answers. I would start with positive feedback and then go into ways they could improve. Student A sometimes works too fast and forgets parts of sentences and parts of his worksheet. I started with how he did a good job and gave him a reminder on how we should look over our paper and slow down before we hand in our paper. For student B, I also started with positive feedback and went into areas I liked on his work and then how we can improve. On one of his papers, I reminded him that we were just starting the unit and to not get discouraged. These students were able to take my feedback and apply it during the rest of the unit.

7. Identify next steps in instruction for the **two** focus students you identified (in step 5, above). (Rubric 9 in Assessment)

Student A: The next step for student A would be to keep checking in on him during the unit. I will also be reminding him of the directions and expectations given at the start of the lesson. This way he remembers what is expected and will stay with us. I know this student sometimes gets distracted, so I would check in with his group. I would talk to them about their slides and ask them questions. As I was there, I was observing this student making sure he was contributing to the group. When I give out other activity sheets, I would go to his desk and ask if he had any questions or if he needed any clarification.

Student B: The next step for student B would be to check in on him during the lessons. While he was working with his group, I would check on his group often so that way I knew he was working and participating. I made sure to review after the lessons and videos so it would help, not only this student, but others as well to remember what we learned. I also will be reading the post-assessment for this student so he can comprehend what is asked of him on the assessment. Just like student A, I would go ask if this student needed any clarification on any parts of the worksheets in case the directions were not clear.

B. Overall Reflective Commentary on Evaluation

(View Rubric 9 on Assessment and Rubric 10 in Reflection)

1. Communicate how assessment evidence guided your decision-making as you adjusted your daily lesson plans.

Assessment evidence was used on adjusting lessons for this unit. I was able to see what the students knew about the planets of our solar system before we started the unit. This told me areas they knew and areas they struggled with. The formative assessments used throughout the lesson helped me measure students' understanding. If they were unsure of what was asked, for example, on the venn diagram, we did some examples together and then I had them finish up the worksheet. If there were parts they struggled with, I made sure to start with reviewing those topics as well as other vocabulary before the start of the new lesson. This way I knew my students would receive information and assurance on the topics they struggled with. If we were not able to get to a certain part of the lesson, we would move it to the next day. Every student learns differently than others. My lessons often got pushed into the next day as activities took longer or we needed to discuss more on a topic. If there were times, I saw students confused or unsure, we would have a discussion and would not move on until everyone understood. All these adjustments helped prepare students for the final test.

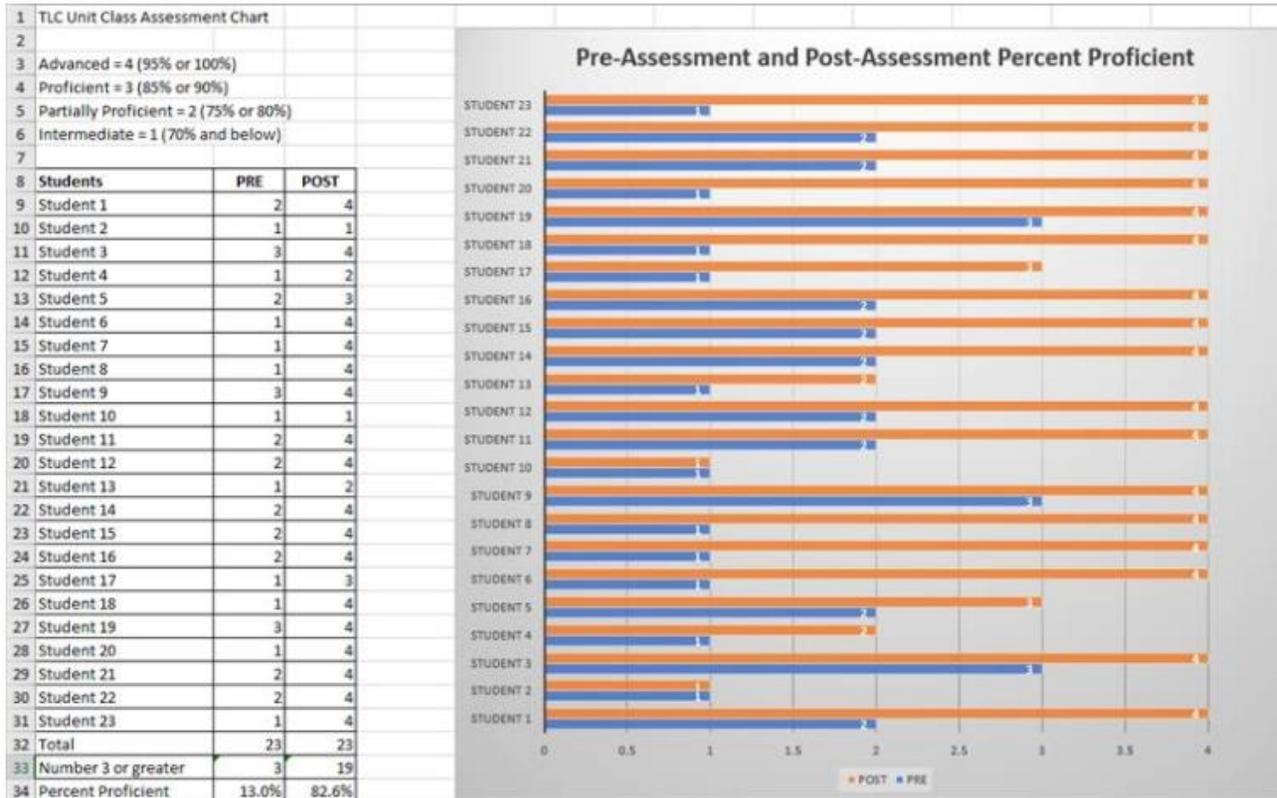
2. Communicate what you have learned about assessing student learning and the role of feedback in teacher effectiveness.

I have learned a lot about assessing student learning and how it is important to provide feedback to students. Before student teaching, I never really got the opportunity to practice giving feedback to students on their work. I enjoyed watching the students grow in their learning and take my feedback and apply it in the next lesson, activity, or worksheet. Looking at the assessments students complete during a unit is important for teachers. The assessments will tell a teacher how the students are doing and if they are struggling. Then, as a teacher, they need to help students get back on the right path to meeting the learning goal. While I was teaching, I took what I received about the students' learning and was able to give positive feedback and adjust my lessons so that all students would succeed within the lesson. Students need to know how they are doing throughout the unit. They also need to know how they can improve on areas they are struggling with. Students need to know they are doing good and are on the right track as well. When teachers provide students feedback, they will be able to improve in their learning and be able to demonstrate their learning. Students will know that the teacher is looking at their work and wanted them to succeed. If teachers did not give feedback, students would not know if they were growing in their learning or not.

Second Sample of Teacher Candidate

<http://myfolio.vcsu.edu/oliviahammerschmidt.myefolio.com/Evaluate.html>

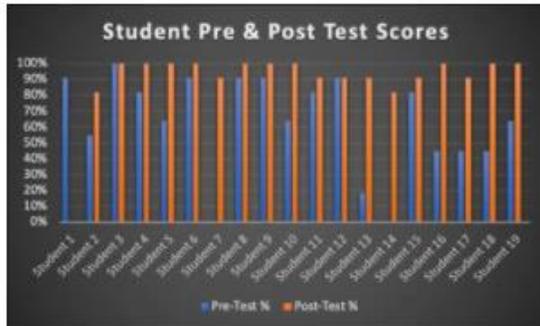
Pre-Assessment and Post-Assessment Percent Proficient



Evaluate

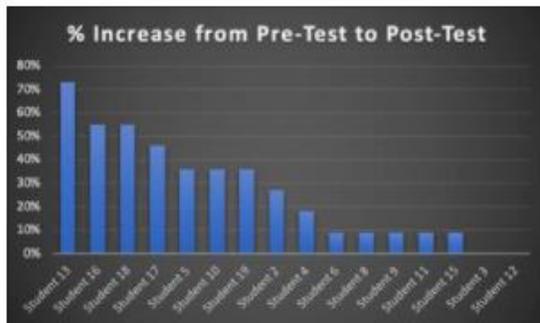
[TLC_2020_Evaluate.pdf](#)

Test Scores



This chart shows all 19 students' Pretest percentages and Posttest percentages.

Percent Increase



This chart shows the percent increase from the Pretest to the Posttest for each student. Two students' scores stayed the same (Students 3 and 12).

PreTest

Optimism Writing Pretest

Name: _____ Date: _____

- Who FIRST brought horses to the Americas? Circle your answer.
 - Spanish explorers
 - Columbus
 - DeSoto
 - Christopher Columbus
- What advantages did horses bring to the Native Americans? _____
- Label the order (1-4) of the stages of the writing process. (What stage comes first, second, third, and last?)
 _____ Planning _____ Writing _____ Revising _____ Proofreading
- What are your two writing strengths? _____
- List FIVE vocabulary words you can use in your writing. _____

PostTest

Optimism Writing Post-Test

Name: _____ Date: _____

- What are your two writing strengths? _____
- Label the order (1-4) of the stages of the writing process. (What stage comes first, second, third, and last?)
 _____ Writing _____ Planning _____ Proofreading _____ Revising
- List FIVE vocabulary words you can use in your writing. _____
- Who FIRST brought horses to the Americas? Circle your answer.
 - Spanish explorers
 - DeSoto
 - Christopher Columbus
 - Native People
- What advantages did horses bring to the Native Americans? _____

Writing Rubric

	4	3	2	1	Score
Content	Student used relevant words.	Student used relevant words.	Student used relevant words.	Student did not use relevant words.	
Style	Student used a variety of all caps.	Student used a variety of all caps.	Student used a variety of all caps.	Student did not use all caps.	
Organization	Student used a variety of all caps.	Student used a variety of all caps.	Student used a variety of all caps.	Student did not use a variety of all caps.	
Writing Process	All three paragraphs support the subject matter.				
Additional Comments	Additional Comments:				

Valley City State University
Teaching for Learning (TLC)
Template

EVALUATE - Assessing Student Learning	(connects primarily with Rubric 8 in Assessment)
<p>Purpose: To assess student achievement, diagnose student learning strengths and needs, and inform instruction. Provide evidence of your ability to 1) develop evaluation criteria aligned with your main idea, standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.</p>	
A. Evaluation Criteria	(connects primarily with Rubric 8 in Assessment)
<p>1. Communicate your criteria for student performance. How did you determine proficiency levels in student learning?</p>	
<p>I created the same assessment for both the pre-assessment and the post-assessment. By using the same assessment, I will be able to evaluate the student's academic growth from the pre to the post-assessment. I will use various forms of formative assessments throughout the lessons to monitor student learning and provide feedback to the students. I evaluated the student's post-assessments to determine the proficiency levels in student learning. The post-assessment was created to match the standards being targeted. The post-assessment consists of 20 questions that include matching, multiple-choice, drawing diagrams, and fill in the blank. Student learning would be identified as advanced if the student had 0-1 incorrect answers, scoring them at 95% or higher. Student learning would be identified as proficient if the student had 2-3 incorrect answers, scoring them at 90% or 85%. Student learning would be identified as partially proficient if the student had 4-5 incorrect answers, scoring them at 75% or 80%. Student learning would be identified as intermediate if the student had 6 or more incorrect answers, scoring them at 70% or below.</p>	
<p>2. Analyze student performance across the class from one assessment completed during the learning segment. (Provide a copy of the assessment.) Explain how you measured students' progress toward learning the main idea, the targeted standards, and the learning objectives. Describe class trends.</p>	
<p>As stated in the plan section of the TLC unit, I created the assessments after constructing my lessons to ensure that the students would be tested on material that was explicitly taught throughout the unit. I created the assessments to match the lessons and I created the lessons to match the standards and objectives. The standards and objectives were measured daily through formative assessments such as hand signals, observations, questioning, discussions, and exit slips.</p> <p>I noticed tremendous gains while comparing the student's pre-assessment to their post-assessments. The pre and post-assessment consisted of the same questions so I could evaluate the student's academic growth throughout the unit. Every student increased their score from the pre-assessment to the post-assessment. For the pre-assessment, 3 students scored an 85% or greater, which would be 17 or higher out of 20 questions correct. For the post-assessment, 19 students scored an 85% or greater, meaning only 4 students scored lower than 80%.</p>	

Name: _____

FORCES AND INTERACTIONS

Directions: Match the word to its definition. Write the letter of the definition on the blank by the word.

- | | |
|------------------|---|
| 1. _____ Push | A. A force that pulls objects toward the center of the earth. |
| 2. _____ Pull | B. Moving an object toward you. |
| 3. _____ Force | C. A push or a pull on an object. |
| 4. _____ Gravity | D. Moving an object away from you. |

Directions: Read each question. Then circle the best answer.

5. Every force has a _____ and a _____.
- | | |
|-----------------------------|---------------------------|
| A. Location and a height | C. Magnitude and a length |
| B. Strength and a direction | D. Purpose and a route |
6. What is the term for the overall forces acting on an object?
- | | |
|-------------------|----------------|
| A. Absolute Force | C. Net Force |
| B. Full Force | D. Rapid Force |
7. Forces that do not cause an object to move because they are equal in strength and opposite in direction.
- | | |
|--------------------|----------------------|
| A. Balanced Forces | C. Unbalanced Forces |
| B. Natural Forces | D. Static Forces |
8. Forces that cause a change of motion because there are unequal forces acting on the object.
- | | |
|--------------------|----------------------|
| A. Balanced Forces | C. Unbalanced Forces |
| B. Natural Forces | D. Static Forces |

9. In what ways can forces change an objects motion?

- | | |
|--------------------------|-----------------------|
| A. Distance or Magnitude | C. Height |
| B. Length | D. Speed or Direction |

Directions: Look at each picture. Determine if the picture is showing a push or a pull. Then circle the best answer.



10. Tug-of-War

- | |
|---------|
| A. Push |
| B. Pull |



11. Rollerblading

- | |
|---------|
| A. Push |
| B. Pull |



12. Baseball

- | |
|---------|
| A. Push |
| B. Pull |



13. Nail and Hammer

- | |
|---------|
| A. Push |
| B. Pull |

Read the directions.

1 point for drawing the line and placing a dot in the center.
1 point for using correct arrows to represent the forces.

14. Draw a diagram of **balanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.

15. Draw a diagram of **unbalanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.

Directions: Read the sentence. Determine if it is an example of a balanced or unbalanced force. Write **balanced or unbalanced on the line**.

16. Arm wrestling someone the same strength as you. _____
17. A soccer player kicking a ball. _____
18. A book sitting on your dining room table. _____

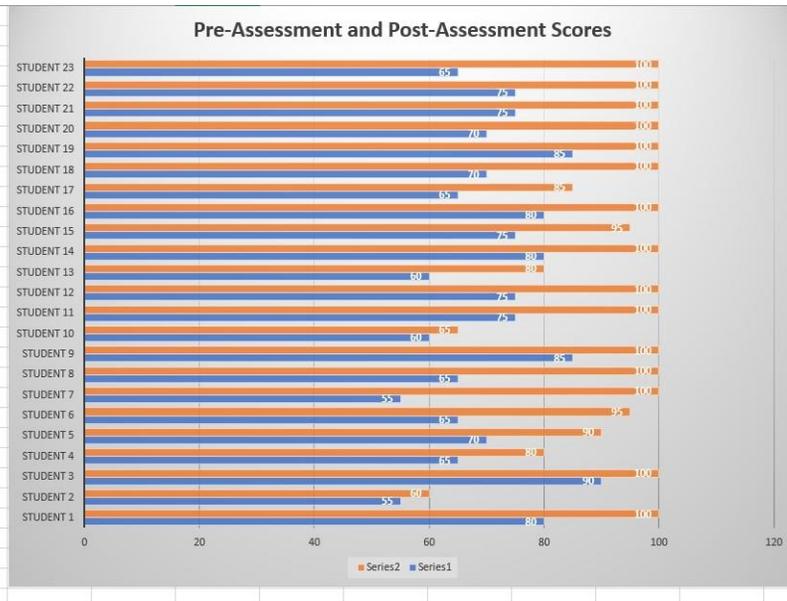
3. Communicate the extent to which the whole class met the standards/objectives. Summarize student performance in narrative and/or graphic form. Discuss what most students appear to understand well, and any misunderstandings, confusions, or needs.

To meet the standards and objectives for the unit, the students must score 85% or higher on the post-assessment to be considered proficient with the content. 19 out of 23 students scored 85% or higher on the post-assessment, meaning that 82.6% of the class is proficient with the content. To break down the proficiency levels, 17 students were advanced, scoring 100% or 95%. Two students were proficient, scoring 85% or 90%. Two students were partially proficient, scoring 80%. Two students were intermediate, scoring lower than 70%. The two students who scored lower than 70% are the two students that are on IEP's and received a modification on their assessment with one of the multiple-choice answers crossed out. Every student answered the push and pull scenario questions correctly. Most students answered the balanced or unbalanced written scenarios correctly. A few students mixed up the push and pull definitions in the matching section. The questions most commonly answered incorrectly were the multiple-choice questions and drawing the balanced and unbalanced forces diagrams.

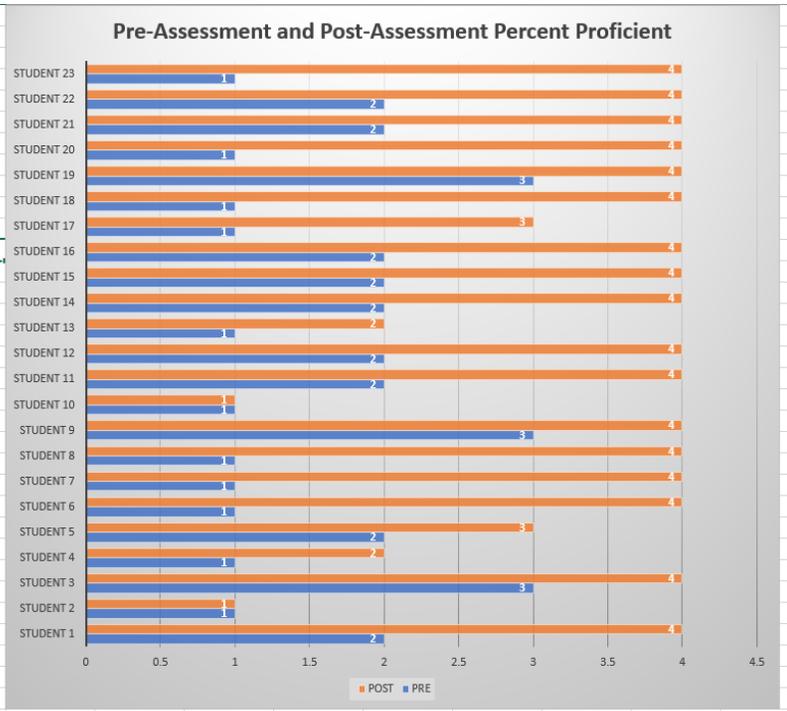
When teaching this unit again, I will spend more time reviewing specific concepts before administering the post-assessment. I will draw a basketball net on the whiteboard and explain how a basketball net is like the net force of an object. I will also spend more time explaining the importance of drawing the arrows different lengths to show that the strength of one force is stronger than the other force. Based on the post-assessments, I am confident that most students met the NGSS Grade 3, Physical Science Standard, PS2.B: Types of interactions, objects in contact exert forces on each other (3-PS2-1) and the NGSS Grade 3, Physical Science Standard, 3-PS2-1: Motion and Stability: Forces and Interactions, plan and conduct an investigation to provide evidence on the effects of balanced and unbalanced forces on the motion of an object. A standard that most students met was the NGSS Grade 3, Physical Science Standard, PS2.A: Forces and Motion, each force action on one particular object and has both strength and direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object (3-PS2-1). During discussions and

demonstrations, the students provided insight that led me to believe that they understood the concepts of this standard. I believe that when the question was asked in written form on the post-assessment confusion occurred because there was not a visual to represent the question.

TLC Unit Class Assessment Chart		
Student:	PRE	POST
Student 1	80	100
Student 2	55	60
Student 3	90	100
Student 4	65	80
Student 5	70	90
Student 6	65	95
Student 7	55	100
Student 8	65	100
Student 9	85	100
Student 10	60	65
Student 11	75	100
Student 12	75	100
Student 13	60	80
Student 14	80	100
Student 15	75	95
Student 16	80	100
Student 17	65	85
Student 18	70	100
Student 19	85	100
Student 20	70	100
Student 21	75	100
Student 22	75	100
Student 23	65	100
Total	23	23
Number at 85% or greater	3	19
Percent Proficient	13.0%	82.6%



Students	PRE	POST
Student 1	2	4
Student 2	1	1
Student 3	3	4
Student 4	1	2
Student 5	2	3
Student 6	1	4
Student 7	1	4
Student 8	1	4
Student 9	3	4
Student 10	1	1
Student 11	2	4
Student 12	2	4
Student 13	1	2
Student 14	2	4
Student 15	2	4
Student 16	2	4
Student 17	1	3
Student 18	1	4
Student 19	3	4
Student 20	1	4
Student 21	2	4
Student 22	2	4
Student 23	1	4
Total	23	23
Number 3 or greater	3	19
Percent Proficient	13.0%	82.6%

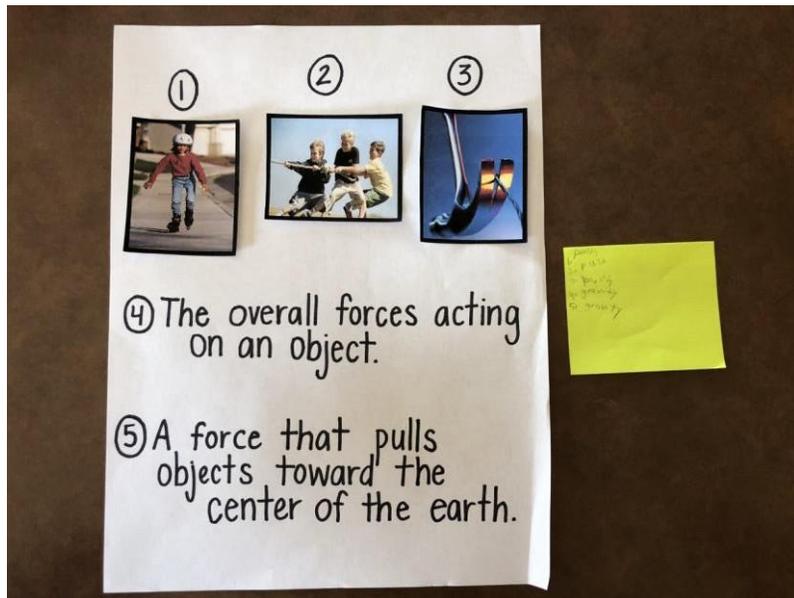


4. Select three focus students, one of whom has identified learning needs, e.g., an English Language Learner, a student with an IEP, or a student identified as gifted and talented. Describe each student's individual learning strengths and challenges relative to what was measured by the assessment. Provide work samples from each student. **Remove names of students, yourself, and the school with correcting fluid, tape, or marker prior to copying/scanning the work samples.**

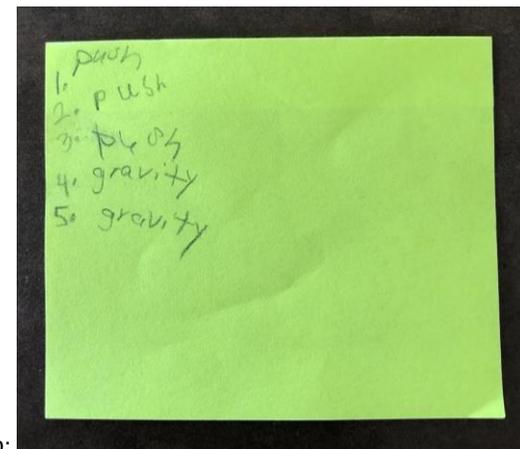
Student A: This student has a language-based learning disability and is on an IEP. This student works with two paraprofessionals during the day. One paraprofessional is in the classroom from 8:20 a.m. to 10:50 a.m. and works with the student one-on-one. Another paraprofessional is in the classroom from 12:45 p.m. to 2:30 p.m. This student works extremely well when working with a paraprofessional. The student is great at collaborating during whole group discussions and follows rules and procedures extremely well. The paraprofessionals often scribe for this student when writing in a whole group setting. The student can read and write, but at a slower pace. Scribing is beneficial for the student during whole group learning because the student gets to express their thoughts and/or answer, then the paraprofessional writes it down. The student is reading at a first-grade level and is assigned five spelling words per week. As for social and emotional development, the student has a cheerful personality and has friends in the class. For both the pre- and post-assessments, I crossed off one answer for the multiple-choice questions. The student will receive assistance from the afternoon paraprofessional during the assessment to guide their thoughts and discuss the questions. The student's language delay encouraged me to plan enough time for the test to be given so that each question allows for thoughts to be processed and an answer to be selected.

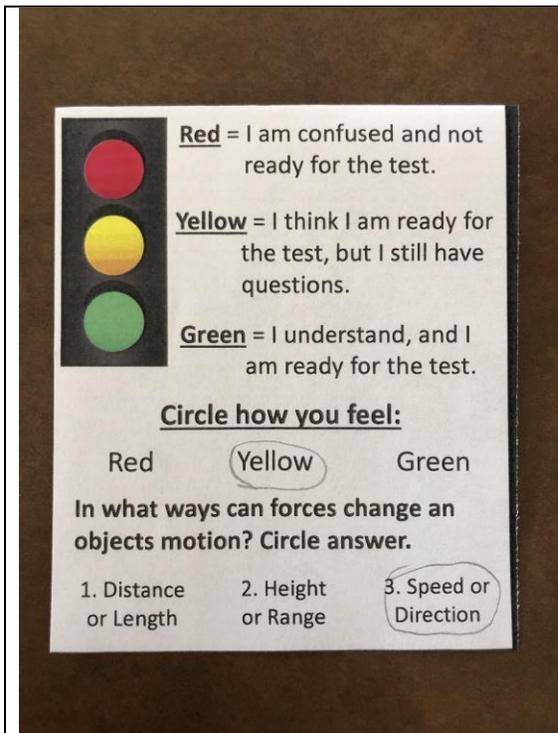
The student increased their score from the pre-assessment to the post-assessment by one point. On the pre-assessment, the student did not correctly match the words to their definitions. On the post-assessment, the student matched all four words to their definitions correctly. I was very impressed with this increase. The student got three out of the five multiple-choice questions wrong on the pre-assessment, and four out of the five multiple-choice questions wrong on the post-assessment. This student typically struggles with multiple-choice questions, so the scores to this section were not too alarming. The student did an excellent job on both the pre- and post-assessment identifying whether the image shows either a push or a pull. This student does very well with visuals and demonstrations, so I am pleased with the student's knowledge about this section. The student showed improvements from the pre-assessment to the post-assessment in the drawing diagrams section. The student learned how to place the arrows above the line, but incorrectly identified which arrow was longer, which is what shows the differences in strength.

Included are examples of the student's work:



Closer view of the exit slip:





I did not get a picture of the student's modified T-chart due to the schools closing after the last day of this unit (3/13/2020). The student successfully filled out the blanks without paraprofessional support.

Student B: This student is one of the lower students in this class. This student works well during one-on-one instruction and in small groups. During whole group instruction, this student often gets distracted by peers around him. This student works hard during reading and writing. During math, this student often needs additional instruction after whole group instruction. Giving this student prompts often helps the student gather their thoughts and apply their knowledge. This student is extremely kind and says "thank you" to the teachers after they help him. Disorganization often is a challenge for this student. This student has lost two planners and often does not return supplies to school. Helping the student organize their desk and locker is an effective way to help the student manage their materials and time.

This student increased their score from the pre-assessment to the post-assessment. The student scored a 12/20 on their pre-assessment and a 16/20 on their post-assessment. I was very impressed with the increase in this student's score. On the pre-assessment, the student got three out of the four matching questions incorrect and on the post-assessment, the student got the four questions correct. The student correctly identified the push and pull scenario pictures on both the pre and post-assessment. The student correctly made balanced and unbalanced diagrams and used arrows to represent the strength and direction of the forces on the post-assessment. On the pre-assessment, the student got three out of the five multiple-choice questions incorrect. On the post-assessment, the student got four out of the five multiple-choice questions incorrect. This increase of incorrect answers from the pre-assessment to the post-assessment in this section surprised me. Along with student A, student b struggles with multiple-choice questions. These questions may be too complex to understand in written form without a visual aid.

Included are examples of the student's work:



④ The overall forces acting on an object.

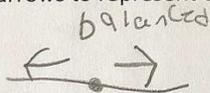
⑤ A force that pulls objects toward the center of the earth.

1 # PUCH
2 # PULL
3 # PULL
4 # ?
5 #

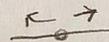
1 # PUCH
2 # PULL
3 # PULL
4 # ?
5 #

Closer view of the exit slip:

1.) Draw a diagram of **balanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.



2.) Draw a diagram of **unbalanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.



Red = I am confused and not ready for the test.

Yellow = I think I am ready for the test, but I still have questions.

Green = I understand, and I am ready for the test.

Circle how you feel:

Red

Yellow

Green

In what ways can forces change an objects motion? Circle answer.

1. Distance or Length

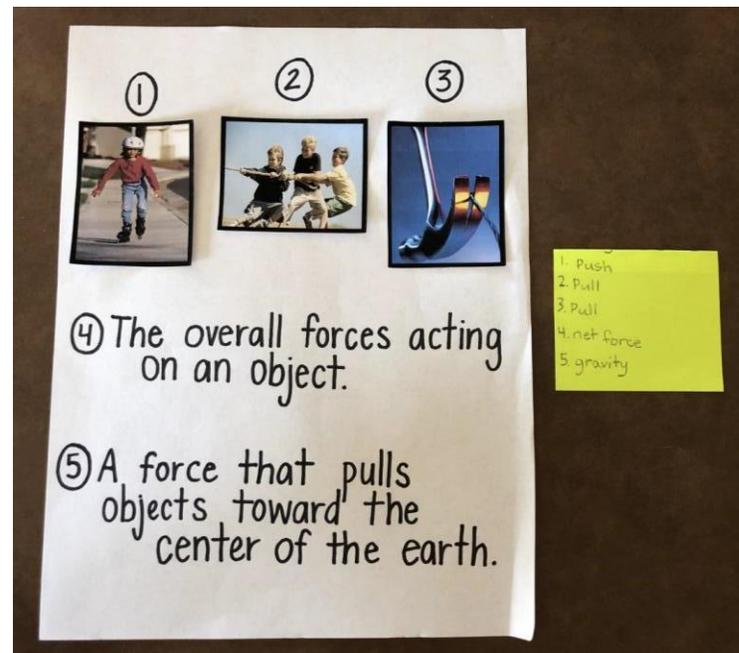
2. Height or Range

3. Speed or Direction

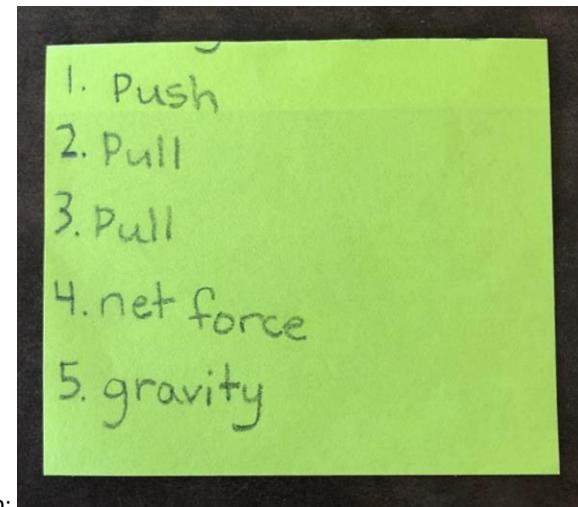
Student C: This student is identified as gifted and talented. This student is very knowledgeable in every content area and is the highest reader in the class. This student needs to be challenged during whole group lessons so that their learning needs are met. This student raises their hand to answer every question and provides great insight. During math, this student often solves questions using a more complex method that requires a deeper thinking process. This student is a great helper in the classroom, gets along with classmates, and is excellent at following directions and expectations. This student is also very neat with detailed handwriting.

This student had the highest score on the pre-assessment with an 18/20. The student got two multiple-choice questions wrong. I was very surprised that the student made the balanced and unbalanced diagrams correctly, as the students have not yet been taught how to create these. Based on this student's pre-assessment, I knew I would need to challenge this student throughout the unit. The student scored 20/20 on the post-assessment, which was not surprising due to their pre-assessment score, exit slips, and their rating of their confidence with the material.

Included are examples of the student's work:



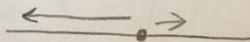
Closer view of the exit slip:



1.) Draw a diagram of **balanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.



2.) Draw a diagram of **unbalanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.



Red = I am confused and not ready for the test.

Yellow = I think I am ready for the test, but I still have questions.

Green = I understand, and I am ready for the test.

Circle how you feel:

Red Yellow Green

In what ways can forces change an objects motion? Circle answer.

1. Distance or Length 2. Height or Range 3. Speed or Direction

5. Document evidence of feedback on the work of **two** of the three focus students.

Student A:

I love to see that you provided an answer for all 5 questions!
Keep working hard 😊

#1 Good job! The girl is moving her body away by pushing on the ground.

*Next Step: Remember that if you bring something toward you, it is a pull.

#2 Tug-of-war → The kids are pulling the rope towards them.

#3 Hammer and Nail → The hammer is pulling the nail up.

#4 Net force is the overall forces acting on an object.
*Remember: The basketball net we will talk more about this throughout the unit.

#5 Awesome! Gravity is the force that pulls objects toward the center of the earth.

Handwritten notes on a yellow sticky note:
push
pull
gravity
gravity

Sample #1:

Name: _____



Red = I am confused and not ready for the test.

Yellow = I think I am ready for the test, but I still have questions.

Green = I understand, and I am ready for the test.

Circle how you feel:

Red Yellow Green

In what ways can forces change an objects motion? Circle answer.

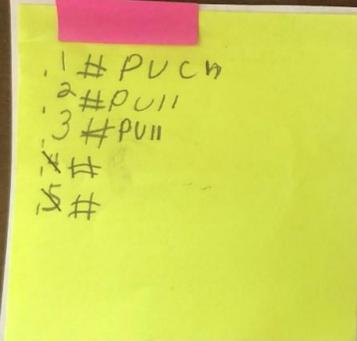
1. Distance or Length 2. Height or Range 3. Speed or Direction

I can tell how hard you have worked during this unit! Thank you for being a great listener and participating in the activities.

→ I see you marked yellow. We will review before the test tomorrow, please share any questions you have!

→ You are right! Forces can change an objects speed or direction.

Sample #2:
Student B:



1 # push
2 # pull
3 # pull
4 #
5 #

I, awesome job identifying the push and pull images. I can tell that you understand the difference between a push and a pull!

#4: The question was: The overall forces acting on an object. The answer is: Net Force. We learned about this today. Refer to the basketball net I drew today to remember this term.

#5: Gravity is the force that pulls objects toward the center of the earth. Without gravity, everything would be floating around!

Sample #1:

Name: _____



Red = I am confused and not ready for the test.

Yellow = I think I am ready for the test, but I still have questions.

Green = I understand, and I am ready for the test.

Circle how you feel:

Red Yellow Green

In what ways can forces change an objects motion? Circle answer.

1. Distance or Length 2. Height or Range 3. Speed or Direction

_____, I feel like you are ready for the test tomorrow and I am glad that you feel ready too! Thank you for working so hard throughout this unit 😊

* Correct! Forces can change an objects speed or direction.

Sample #2:

1.) Draw a diagram of **balanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.

2.) Draw a diagram of **unbalanced forces**. Draw a line to show a rope and place a dot in the center to mark where the middle of the rope is. Use arrows to represent the forces.

you did an excellent job drawing a line and a dot to represent a rope and the center of it. I love how your arrows are in opposite directions to show the two forces pulling on the rope!

Now I would like you to focus on the lengths of the arrows. In your diagrams, the lengths of the arrows look equal. To show unbalanced forces, one arrow needs to be longer.

Balanced Forces
 Unbalanced Forces

arrows are equal lengths (meaning they have the same strength)

one arrow is a lot longer than the other. (meaning that one strength is stronger than the other)

* We will continue to practice this! Keep working hard!

Sample #3:

6. Explain how your feedback addressed individual student needs and learning objectives. Provide specific evidence of effective, formative feedback descriptively shared with students - specifically success feedback (something the student did correctly) and/or intervention feedback (describing correction or a feature of quality needing work) given to students and describe opportunities for the students to apply the feedback to improve the work or their understanding. (Rubric 9 in Assessment)

Along with providing written feedback to the students, I also gave verbal feedback to the students throughout each lesson. I would provide success feedback to the students when they answered a question correctly, understood a concept, and actively participated in the activities. I wanted the students to be aware that their accomplishments do not go unnoticed. I also used next-step feedback if the students incorrectly answered a question, mixed up definitions, or showed confusion with the content. I would acknowledge their response, clarify confusion, and guide their thinking in the correct direction.

Student A:

Sample #1: First, I wanted to acknowledge that I was happy to see that the student attempted to answer every question. I included both success and next-step feedback to the student. Using success feedback, I pointed out the two questions that the student answered correctly. Then I used next-step feedback to explain the difference between a push or a pull. Then I explained why the two images showed the force of a pull. I also included the diagram of a basketball net to represent the term net force. I added how we will continue to talk about this concept in the following lessons.

Sample #2: This exit slip instructed the students to indicate their confidence level going into the test and answer one question. I used success feedback to recognize the student's work ethic throughout the unit. I wrote that I noticed how hard they have been working and that I appreciate their listening and participation. I also pointed out that they answered the question correctly. This student responds well to positive feedback, so I made sure to acknowledge that I have noticed positive things. For next-

step feedback, I said that I noticed how they marked their confidence level as yellow. I added how we will review before the test and that they will have an opportunity to share any questions that they have.

Student B:

Sample #1: For success feedback, I pointed out how the student successfully identified whether the image showed a push or a pull. I added that I can tell that the student understands the difference between pushes and pulls. The student did not write down an answer for questions 4 and 5. These were challenging questions because I projected a definition and the students had to write the term without options given. In my feedback, I provided the question and the answer. Then, I gave next-step feedback by having the student connect the term net force to the diagram of a basketball net. For number 5, I provided the term and the definition that was projected. Then I added that without gravity, everything would be floating around. Before giving this student the feedback, I asked the student what the force is that pulls objects toward the center of the earth. Right away the student said gravity. The student said that they blanked and could not remember the term when they were completing the exit slip.

Sample #2: This exit slip instructed the students to indicate their confidence level going into the test and answer one question. This student also responds well to positive feedback, so I made sure to include success-feedback to boost their confidence before they take the test. I wrote that I think they are ready for the test and that I was glad to see that they think they are ready for the test. I also added a thank you comment to say that their work ethic does not go unnoticed. I also added that the student got the question correct. For this formative assessment, next-step feedback was not necessary.

Sample #3: For this exit slip, I used both success and next-step feedback to address positive things and things that can be worked on. I pointed out how the student followed the directions and drew a line with a dot in the middle of it to indicate a rope. Then, I stated that the student placed the arrows in the correct directions. I added next-step feedback to encourage attention to the length of the arrows. I noted that one arrow needs to be longer than the other in unbalanced forces. This student learns best when information is presented visually. Knowing this, I drew the correct diagrams on the feedback for the student to see. Under the diagrams, I explained how the length of the arrows represents the strength of the forces. I added how we will continue to practice drawing these diagrams. When I returned this feedback sheet to the student, I compared the student's diagrams to the diagrams that I drew. I noted that when we draw unbalanced forces, one arrow needs to be longer to show that the strength in one direction is stronger than the strength in the other direction. I told the student that we will draw these diagrams during the review tomorrow.

7. Identify next steps in instruction for the **two** focus students you identified (in step 5, above).

(Rubric 9 in Assessment)

Student A:

Sample #1: I used next-step feedback to explain the difference between a push or a pull. Then I explained why the two images showed the force of a pull. I also included a diagram of a basketball net that I explained during the lesson.

Sample #2: For next-step feedback, I said that I noticed how they marked their confidence level as yellow. I added how we will review before the test and that they will have an opportunity to share any questions that they have.

Student B:

Sample #1: For number 4, I gave next-step feedback by having the student connect the term net force to the diagram of a basketball net. For number 5, I provided the term and the definition that was projected. Then I added that without gravity, everything would be floating around. Before giving this student the feedback, I asked the student what the force is that pulls objects toward the center of the earth. Right away the student said gravity. The student said that they blanked and could not remember the term when they were filling out the exit slip.

Sample #3: I added next-step feedback to focus attention on the length of the arrows. I noted that one arrow needs to be longer than the other in unbalanced forces. This student learns best when information is presented visually. Knowing this, I drew the correct diagrams on the feedback for the student to see. Under the diagrams, I explained how the length of the arrows represents the strength of the forces. I added how we will continue to practice drawing these diagrams. When I returned this feedback sheet to the student, I showed the student their diagrams in comparison to mine. I noted that when we draw unbalanced forces, one arrow needs to be longer to show that the strength in one direction is stronger than the strength in the other direction.

B. Overall Reflective Commentary on Evaluation

(Rubric 9 in Assessment)

1. Communicate how assessment guided your decision-making as you adjusted your daily lesson plans.

Assessments were a considerable component that guided the daily lesson plans. I created the assessments after constructing my lessons to ensure that the students would be tested on material that was explicitly taught throughout the unit. I created the assessments to match the lessons and I created the lessons to match the

standards and objectives. The standards and objectives were measured daily through formative assessments such as hand signals, observations, questioning, discussions, and exit slips. At the end of the unit, the post-assessment evaluated what the students learned from the daily lessons. I needed to ensure that the material being taught in the lessons matched what would be assessed on the post-assessment. When lesson #1 did not as planned, I needed to adjust lesson #2 to spend more time reviewing the material and discussing expectations for the following lessons. I wanted to make sure that the students were confident with the concepts taught in lesson #1 because they would be assessed on those concepts in the post-assessment.

2. Communicate what you have learned about assessing student learning and the role of feedback in teacher effectiveness.

I learned that assessing student learning through formative assessments is an essential factor for teacher effectiveness and student learning. Formative assessments give the teacher information about what the students do and do not know. This allows the teacher to adjust their daily lesson plans to maximize the student's learning. Formative assessments also increase student awareness of their knowledge. I learned that assessing student learning through summative assessments gives valuable data about prior knowledge and academic growth throughout a unit. I am glad that I chose to administer the same assessment for the pre-assessment and the post-assessment. Evaluating the student's scores from the pre to the post-assessment gave me data about their academic growth throughout the unit. I was delighted to see that all students increased their score from the pre to the post-assessment. Using Excel to graph and analyze the scores, I learned that 13% of the class was proficient on the pre-assessment and 82.6% of the class was proficient on the post-assessment. It was neat to analyze the student's scores in both charts and graphs. While teaching the unit and reflecting on assessing student learning, I found that I enjoy statistics and analyzing student growth from a pre-assessment to a post-assessment.

I have also learned that feedback is essential for both the students and the teacher. Throughout the lessons, I provided feedback by answering questions and clarifying confusion. I also used fist of five for the students to evaluate their learning. If a student held up a low number (0-3), I asked what they are confused about or what questions they have. I know that if one student has a question, chances are high that another student has the same question. I would provide feedback to the student while generalizing the concept to the whole class. I used exit slips to evaluate student learning after a lesson. I used success feedback and next-step feedback to acknowledge what stood out to me and what areas need to be revisited. I would either verbally state the feedback to the students as I returned their exit slips, or I would write a note next to their exit slip. I learned that providing feedback to the students allows them to recognize their growth and areas they can focus on. Providing feedback also allowed me to provide encouragement and celebrate successes.

Third Sample of Teacher Candidate

Valley City State University
Teaching for Learning (TLC) Template

General Information	
UNIT AUTHOR	
First and Last Name	Lindsey Janke
Electronic Portfolio URL (if applicable)	http://myfolio.vcsu.edu/lindseyjanke.myefolio.com/Evaluate.html
Email contact	lindsey.janke@ndus.edu
UNIT OVERVIEW	
Unit Title	Opinion Writing Using Text Evidence
Content Area	Writing/ELA
Grade Level	Grade 5
TLC Requirements	
EVALUATE - Assessing Student Learning (connects primarily with Rubric 8 in Assessment)	
Purpose: To assess student achievement, diagnose student learning strengths and needs, and inform instruction. Provide evidence of your ability to 1) develop evaluation criteria aligned with your main idea, standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.	
A. Evaluation Criteria (connects primarily with Rubric 8 in Assessment)	
1. Communicate your criteria for student performance. How did you determine proficiency levels in student learning?	

Students were evaluated on how their Pre-Test scores compared to their Post-Test scores. Student performance should have increased from the Pre-Test to the Post-Test. These tests assessed students' knowledge of how horses helped the Native Americans, the writing stages, the editing stages, and some transition words they can use. Proficiency levels for students based on their Pre-Test and Post-Test scores were determined by how much they should have learned over the unit. Students are expected to score a 10/11 (or 91%) on the Post-Test; this is considered proficient. This Pos-Test was only out of 11 total points, so students have the time to focus on each question carefully. This should allow them to get all answers correct, or only one wrong.

Since this unit is based on writing, I need to assess their actual writing. I continuously monitored students' writing through the prewriting, drafting, and editing/revising stages. After students submitted their final copy to Seesaw, I reviewed their final product one last time and gave any next-step feedback that was needed.

After students submitted their final copy, I scored their last and final copy on based on the rubric listed below. Proficiency levels on their final copy were evaluated based on instruction from the days I taught this unit. 3/3 is expected on most of the criteria of this rubric, but a proficient level of 2/3 is expected on use of editing strategies and including TAG in the topic sentence.

Transition Words: Students have been instructed multiple times to include transition words in each paragraph, so they should all be able to get 3/3 on the first part of this rubric.

Citing Evidence: Students should have cited evidence in all three body paragraphs, so they are expected to get 3/3 on the second part of the rubric as well.

Use of Editing Strategies: Students' use of editing strategies is important, and students have the skills to get a 3/3 on the third part of this rubric, but it is more important for this unit that students support the authors claim with evidence; what they write is more important than how they write. Students should be able to get 2/3 on the "Use of Editing Strategies" portion of this rubric.

Writing Supports Authors' Claim: The main idea of this unit is opinion writing using text evidence. Students' writing needs to support the authors claim that horses helped the Native Americans. Students are expected to get 3/3 on "Writing Supports Authors' Claim" portion of this rubric.

TAG Included in Topic Sentence: We explicitly went over TAG (Title, Author, Genre), when I introduced the concept on the first day of this unit. Students need to include this in their writing. Since this was a new concept, I expect students to get 2/3 on the TAG portion of the rubric.

	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	_____ 's Score
<u>Transition Words</u>	Student used 3 transition words.	Student used 2 transition words.	Student used 1 transition word.	Student did not use any transition words.	_____
<u>Citing Evidence</u>	Student cited evidence in all 3 body paragraphs.	Student cited evidence in 2 body paragraphs.	Student cited evidence in 1 body paragraph.	Student did not cite evidence at all.	_____
<u>Use of Editing Strategies</u> (Green/Red Light, Orange Square, Dot and Say, and Bottom to Top Reading)	It is obvious in the final copy that the student used all 4 editing strategies.	It appears that the students used 2 or 3 editing strategies.	It appears the student used 1 editing strategy.	It is obvious that the student did not attempt any of the editing strategies.	_____

<u>Writing Supports Author's Claim</u>	All three paragraphs support the author's claim.	2/3 paragraphs support the author's claim.	1/3 paragraphs support the author's claim.	No paragraphs support the author's claim.	_____
<u>TAG included in topic sentence</u>	Title, Author, and Genre are included in topic sentence.	2/3 of TAG are included in topic sentence.	1/3 of TAG are included in topic sentence.	No part of TAG are included in topic sentence.	_____
Additional Comments:					
2. Analyze student performance across the class from one assessment completed during the learning segment. (Provide a copy of the assessment.) Explain how you measured students' progress toward learning the main idea, the targeted standards, and the learning objectives. Describe class trends.					

Opinion Writing Pretest	Opinion Writing Post-Test	
<p>Name: _____ Date: _____</p> <p>1. Who FIRST brought horses to the Americas? Circle your answer.</p> <p style="margin-left: 20px;">a. Spanish explorers b. Comanche c. Cheyenne d. Christopher Columbus</p> <p>2. What advantages did horses bring to the Native Americans?</p> <p>_____</p> <p>_____</p> <p>3. Label the order (1-4) of the stages of the writing process: (What stage comes first, second, third, and last?)</p> <p>___ Drafting ___ Publishing ___ Editing/Revising ___ Prewriting</p> <p>4. What are your four editing strategies?</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p> <p>5. List FOUR transition words you can use in your writing:</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p>	<p>Name: _____ Date: _____</p> <p>1. What are your four editing strategies?</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p> <p>2. Label the order (1-4) of the stages of the writing process: (What stage comes first, second, third, and last?)</p> <p>___ Drafting ___ Prewriting ___ Publishing ___ Editing/Revising</p> <p>3. List FOUR transition words you can use in your writing:</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p> <p>4. Who FIRST brought horses to the Americas? Circle your answer.</p> <p style="margin-left: 20px;">a. Spanish explorers b. Apache c. Christopher Columbus d. Plains People</p> <p>5. What advantages did horses bring to the Native Americans?</p> <p>_____</p> <p>_____</p>	

When I compared students' Pre-Assessment to their Post-Assessments, I only saw growth. As seen above, the Pre-Assessment and the Post-Assessment have identical questions, but their order changed. I also changed the order of options for the order of the writing process and for who first brought horses to the Americas. I wanted to reduce the chance that students remembered what they put on the Pre-Test and put in on the Post-Test, so it more accurately assessing students' growth in the unit as compared to guessing on these two questions.

While 6 students got one or zero wrong on the Pre-Test (proficient), all students' scores increased, with the exception of two students. One student scored 100% on both assessments and the other student scored 91% on both assessments. All other students' scores increased, varying from a 73% increase to a 9% increase. This shows me how much students learned during this unit based on instruction students received. All students except one were proficient after completing the post-test.

I measured students' progress toward learning the main idea, the targeted standards, and the learning objectives based on their growth from the Pre-Test to the Post-Test. These assessments are directly associated with the main idea, standards, and objectives. The assessments focus on the writing process and how horses helped the Native Americans, as outlined in the main idea of this unit as well as the standards and objectives. By assessing student growth from Pre-Test to Post-Test, I was able to measure students' progress toward the main idea, standards, and objectives.

3. Communicate the extent to which the whole class met the standards/objectives. Summarize student performance in narrative and/or graphic form. Discuss what most students appear to understand well, and any misunderstandings, confusions, or needs.

In order for students to meet the standards/objectives of this unit, students had to be 91% proficient on the post-test. The post-test directly correlates with the stated standards and objectives as the standards and objectives are what the post-test was based off of.

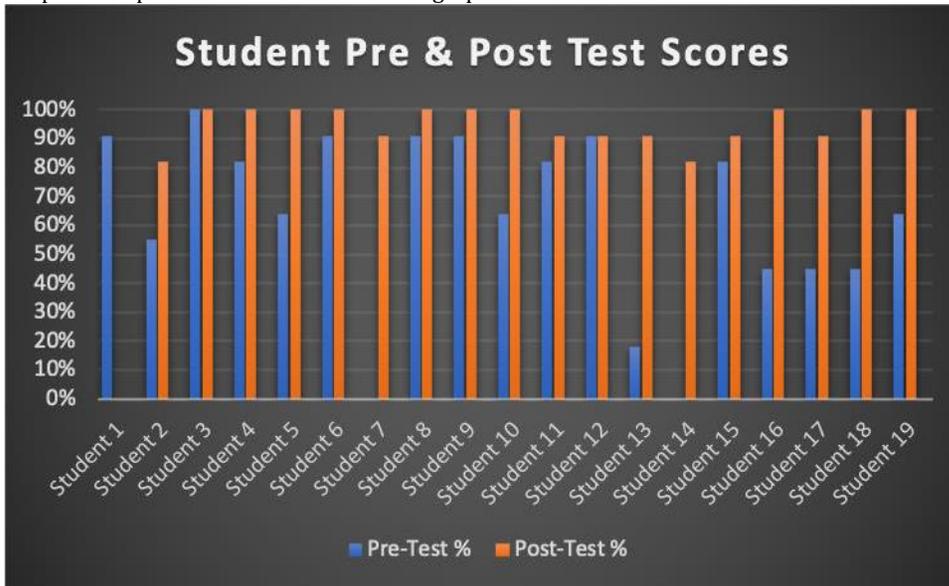
Overall, students did well in meeting the standards/objectives. There are 20 total students in this class. One student was absent during the entire unit due to personal reasons. Two students were absent on the day the pre-test was given, and one other student was quarantined before I could give this student the post-test. Given the previous information, there were 16 student who were able to complete all components (assessments and work) that go along with this unit. Of those 16 students, 15

reached the proficiency level on the post-assessment. Of those 16 students, all of their scores increased from the pre-test to the post-test, except two students whose scores stayed the same at 100% and 91%, both proficient. On the post-test, 10 students scored 100%, 5 students scored 91%, and 1 student scored 82%; 15 out of 16 students were proficient and 1 out of 16 students was 9% away from proficiency.

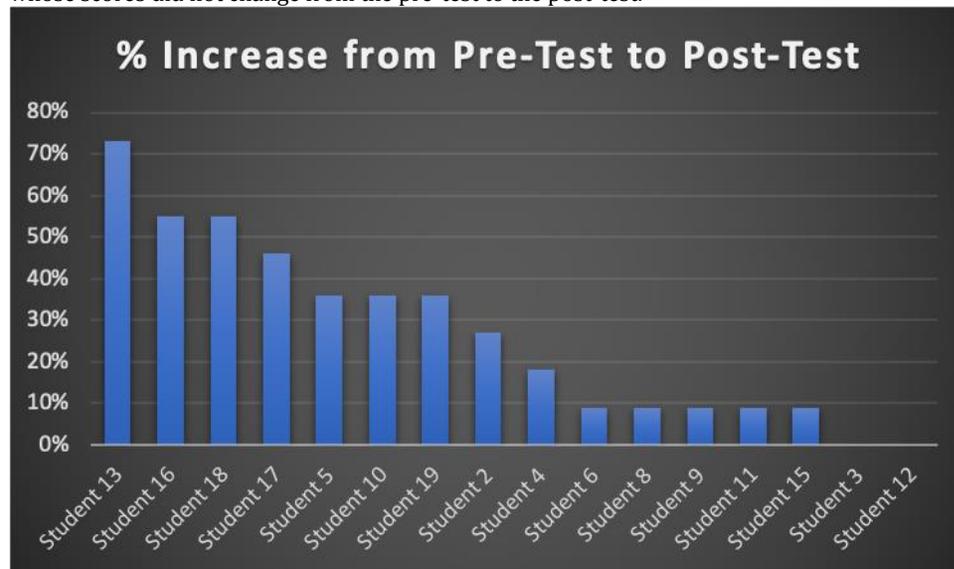
This table shows each students' percentage on the pre-test, post-test, and the percentage increase from the pre-test to the post-test.

Student	Pre-Test %	Post-Test %	% Increase
Student 1	91%	ABSENT	N/A
Student 2	55%	82%	+27%
Student 3	100%	100%	0%
Student 4	82%	100%	+18%
Student 5	64%	100%	+36%
Student 6	91%	100%	+9%
Student 7	ABSENT	91%	N/A
Student 8	91%	100%	+9%
Student 9	91%	100%	+9%
Student 10	64%	100%	+36%
Student 11	82%	91%	+9%
Student 12	91%	91%	0%
Student 13	18%	91%	+73%
Student 14	ABSENT	82%	N/A
Student 15	82%	91%	+9%
Student 16	45%	100%	+55%
Student 17	45%	91%	+46%
Student 18	45%	100%	+55%
Student 19	64%	100%	+36%

This graph shows each students' scores on the pre-test and the post-test. The scores of two students who did not complete the pre-test and the one student who did not complete the post-test are included in this graph.



This graph shows each students' percentage increase from the pre-test to the post-test. Students' percentage increase ranges from 9% to 73%, excluding the two students whose scores did not change from the pre-test to the post-test.



This table breaks down the post-test. The post-test was out of 11 points. 16 students completed the post-test, so the number correct plus the number incorrect for each row should equal 16 (1 point for each student who got that question correct).

Question Number	Number Correct	Number Incorrect
1: What are your four editing strategies?		
1.1	16	0
1.2	16	0
1.3	16	0
1.4	16	0
2: Label the order of the stages of the writing process.	15	1
3: List four transition words.		
3.1	16	0
3.2	16	0
3.3	16	0
3.4	16	0
4: Who first brought horses to the Americas?	10	6
5: What advantages did the horses bring to the Native Americans?	16	0

Based on this table above, all students are at least proficient at 10 out of the 11 points. One student didn't correctly answer number 2: the order of the writing process. When students are assessed on this item in the future, I would pay special attention to see how this specific student performs. The area that is of most concern is number 4: Who brought horses to the Americas? Out of the 16 answers, 6 were incorrect and 10 were correct. About 38% of students answered this question incorrectly. This question was not directly taught to the students; they read this when they were looking for evidence to support the author's claim. This question focused on comprehension of the text that students were reading. Since comprehension is the last step of reading development, I understand why some students incorrectly answered this question. That being said, it could be directly taught to students in one lesson to teach students to attempt to comprehend the information when they are reading nonfiction texts.

Students were also assessed on their actual writing. The following rubric is what I used to assess their writing:

	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	_____ 's
	Score				
<u>Transition Words</u>	Student used 3 transitions words.	Student used 2 transitions words.	Student used 1 transition word.	Student did not use any transition words.	_____
<u>Citing Evidence</u>	Student cited evidence in all 3 body paragraphs.	Student cited evidence in 2 body paragraphs.	Student cited evidence in 1 body paragraph.	Student did not cite evidence at all.	_____
<u>Use of Editing Strategies</u> (Green/Red Light, Orange Square, Dot and Say, and Bottom to Top Reading)	It is obvious in the final copy that the student used all 4 editing strategies.	It appears that the students used 2 or 3 editing strategies.	It appears the student used 1 editing strategy.	It is obvious that the student did not attempt any of the editing strategies.	_____
<u>Writing Supports Author's Claim</u>	All three paragraphs support the author's claim.	2/3 paragraphs support the author's claim.	1/3 paragraphs support the author's claim.	No paragraphs support the author's claim.	_____
<u>TAG included in topic sentence</u>	Title, Author, and Genre are included in topic sentence.	2/3 of TAG are included in topic sentence.	1/3 of TAG are included in topic sentence.	No part of TAG are included in topic sentence.	_____
Additional Comments:					

Proficiency based on this rubric is 13/15. Most students received 14/15 while all remaining students received 15/15. The reason why a lot of students received 14/15 is because of the third item on the rubric: "Use of Editing Strategies." Many students only used 2 or 3 strategies as was evident in their final product. The students who received a score of 14/15 all used Green Light/Red Light. Most students used Orange Square. The main struggle was with Dot and Say and Bottom to Top Reading. Many students misspelled multiple words in their writing. Another issue is that some students didn't use complete sentences, which they know how to do, or they had run-on sentences. That is what Dot and Say is for; to make sure what you are writing makes sense when you read it out loud. Based on the class trend of this rubric, students need to work on using all of their editing strategies to create the best possible writing that they can.

4. Select three focus students, one of whom has identified learning needs, e.g., an English Language Learner, a student with an IEP, or a student identified as gifted and talented. Describe each student's individual learning strengths and challenges relative to what was measured by the assessment. Provide work samples from each student. **Remove names of students, yourself, and the school with correcting fluid, tape, or marker prior to copying/scanning the work samples.**

Student A: Student A is identified as receiving Gifted and Talented Education (GATE). This student performs well in all aspects of school. Student A gets frustrated and shuts down very fast when either they don't understand something or when they perform a task incorrectly. That did not occur during this unit. When I look at their learning strengths relative to what was measured by the assessment, Student A was strong in all aspects of the posttest and rubric. Student A scored 100% on the posttest and 100% on the rubric. Student A does their work fast and correct the first time. When I look at Student A's learning challenges relative to what was measured by the assessment, I don't see any. One possible challenge this student faces is that since they want to get everything correct the first time, they might not challenge

themselves to try new ideas or strategies because they are so obsessed with being right. This student could benefit from encouragement to think from new perspectives and learn even more.

First, this is Student A's graphic organizer that they filled out during the prewriting stage:

Opinion Writing



Name



Paragraph 1	Topic Sentence	In the nonfiction book, "The Sioux," by Kevin Lunningham and Peter Genois, the authors claimed that horses helped the Native Americans.
	Citing Text Evidence #1	First, on page 8, the authors claim that Native Americans began hunting on horseback across large territories.
	Explanation Example	This helped Native Americans because they were able to move quicker which allowed them to hunt more efficiently.
Paragraph 2	Citing Text Evidence #2	Next, on page 9, the text says that the horses could haul more than a dog pulling a sled.
	Explanation Example	This allowed the Native Americans to bring stuff along with them easier when traveling. Great explanation!
Paragraph 3	Citing Text Evidence #3	Lastly, on page 9, the text says the horses helped people travel.
	Explanation Example	When they helped people travel, the Native Americans wouldn't have to walk a long way.
	Conclusion Sentence	In conclusion horses helped Native Americans.  you could add more detail here!

Adapted from © Steve W. Dunn

Overall - good job! You used transition words and cited pages. Keep up the good work! 😊

Next, this is Student A's draft combined with their editing and revision:

In the nonfiction book, "The Sioux," by Kevin Cunningham and Peter Benoit, the authors claim that horses helped the Native Americans.

First, on page 8, the authors claim that Native Americans began hunting on horseback across large territories. This helped Native Americans because they were able to move quicker

which allowed them to hunt efficiently.

Next, on page 9, the text says that the horses could haul more than a dog pulling a sled. This allowed the Native Americans to bring stuff along with them easier when traveling.

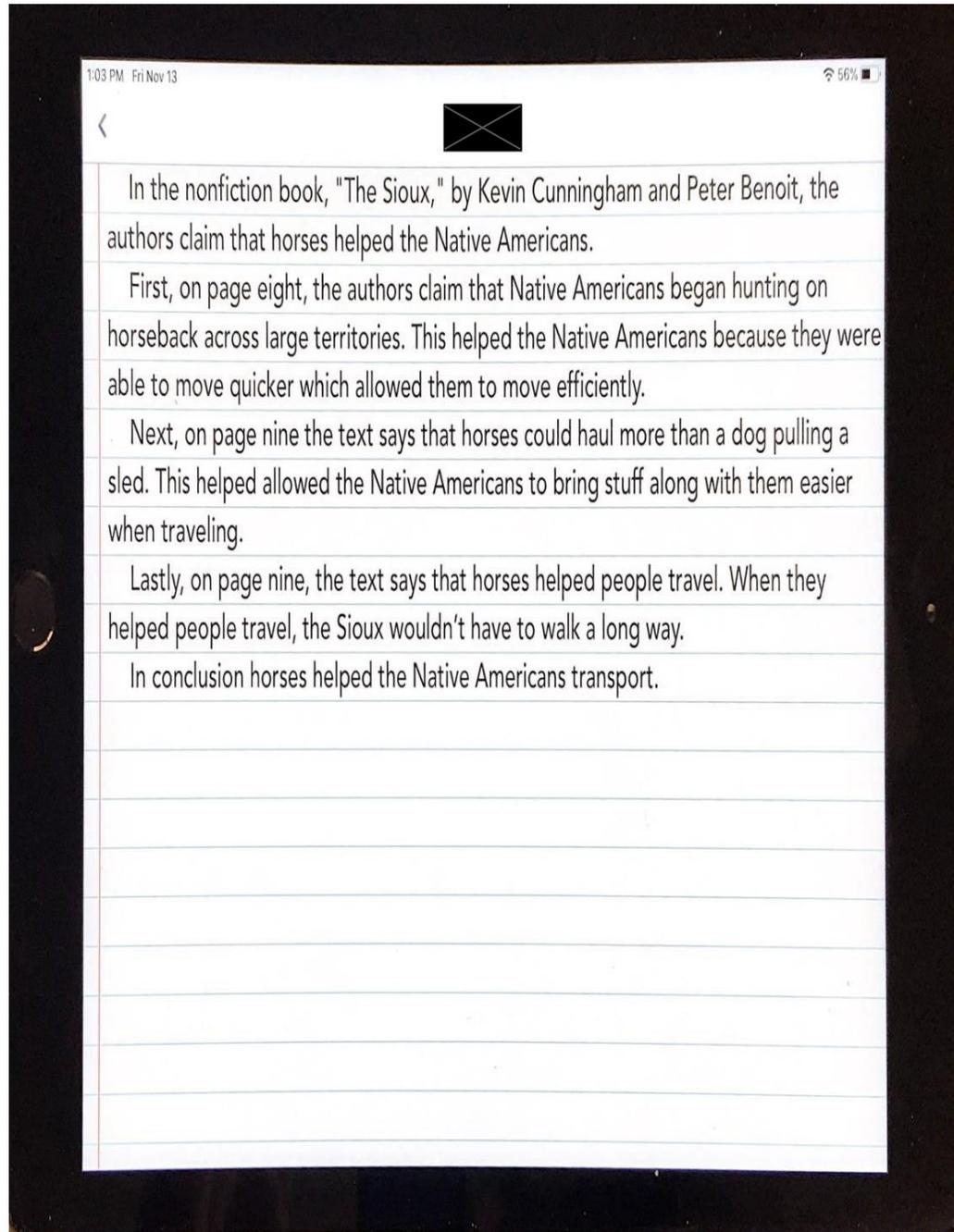
Lastly, on page 9, the text says the horses helped people travel. When they

helped people travel

the Sioux
have to walk a long
way

In conclusion horses
helped Native Americans
travel

Next, this is Student A's final copy they typed and submitted on Seesaw on their iPad:



Next this is Student A's pretest and posttest:

Opinion Writing Pretest ^{10/11}

Name: 

Date: 11/6/20

1. Who FIRST brought horses to the Americas? Circle your answer.

- a. Spanish explorers
- b. Comanche
- c. Cheyenne
- d. Christopher Columbus

2. What advantages did horses bring to the Native Americans?

The horses helped the Native Americans go to one place to another.

3. Label the order (1-4) of the stages of the writing process:
(What stage comes first, second, third, and last?)

1 Drafting 4 Publishing 3 Editing/Revising 2 Prewriting

4. What are your four editing strategies?

- 1. Greenlight Redlight
- 2. Orange square
- 3. Dot and say
- 4. bottom to top reading

5. List FOUR transition words you can use in your writing:

- 1. First
- 2. Next
- 3. Second
- 4. Lastly

Opinion Writing Post-Test

Name: 

^{11/11}

Date: 11/13/20

1. What are your four editing strategies?

- 1. Green light, Red light
- 2. orange square
- 3. Dot and say
- 4. Bottom to top reading

2. Label the order (1-4) of the stages of the writing process:
(What stage comes first, second, third, and last?)

2 Drafting 1 Prewriting 4 Publishing 3 Editing/Revising

3. List FOUR transition words you can use in your writing:

- 1. First
- 2. second
- 3. Third
- 4. last

4. Who FIRST brought horses to the Americas? Circle your answer.

- a. Spanish explorers
- b. Apache
- c. Christopher Columbus
- d. Plains People

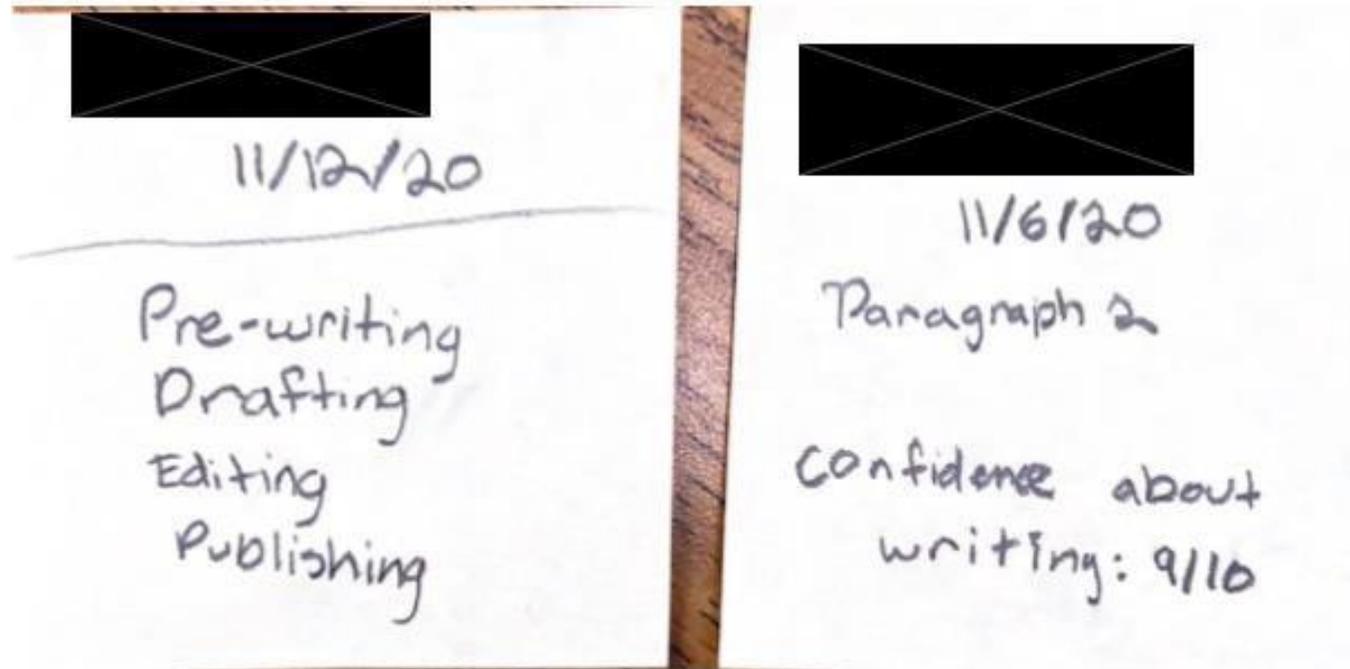
5. What advantages did horses bring to the Native Americans?

Transportation.

Next, this is Student A's two formative assessments (Post-It notes):

The Exit Ticket from 11/12/20 asked, "What are the four writing stages?"

The Exit Ticket from 11/6/20 asked what paragraph on the graphic organizer students were on, and then how confident they feel about their writing from the day on a scale of 1-10.



Lastly, this is Student A's completed rubric:

	3	2	1	0	 s Score
<u>Transition Words</u>	Student used 3 transition words.	Student used 2 transition words.	Student used 1 transition word.	Student did not use any transition words.	<u>3</u>
<u>Citing Evidence</u>	Student cited evidence in all 3 body paragraphs.	Student cited evidence in 2 body paragraphs.	Student cited evidence in 1 body paragraph.	Student did not cite evidence at all.	<u>3</u>
<u>Use of Editing Strategies</u> (Green/Red Light, Orange Square, Dot and Say, and Bottom to Top Reading)	It is obvious in the final copy that the student used all 4 editing strategies.	It appears that the students used 2 or 3 editing strategies.	It appears the student used 1 editing strategy.	It is obvious that the student did not attempt any of the editing strategies.	<u>3</u>
<u>Writing Supports Author's Claim</u>	All three paragraphs support the author's claim.	2/3 paragraphs support the author's claim.	1/3 paragraphs support the author's claim.	No paragraphs support the author's claim.	<u>3</u>
<u>TAG included in topic sentence</u>	Title, Author, and Genre are included in topic sentence.	2/3 of TAG are included in topic sentence.	1/3 of TAG are included in topic sentence.	No part of TAG are included in topic sentence.	<u>3</u>

Additional Comments:

15/15

 Awesome work! You followed all parts of this rubric in your writing. Something to think about (if you finish your writing fast) is adding in more detail to make your writing that much better! Keep up the good work! 😊

Student B: Student B typically does all their work on time. They usually do quality work, but struggle with certain areas in their academics. When I looked at their learning strengths relative to what was measured by the assessment, their score increased significantly from the pretest to the posttest; from 64% to 100%. When it came to their learning challenges, this student scored 14/15 on the rubric. They inserted commas where some periods should have been and misspelled words. It was evident that they didn't thoroughly use all four editing strategies. In the comments section, I encouraged them to circle words they don't know. This student would benefit from double checking all of their work before they feel it is done; they would catch a lot of their errors.

First, this is Student B's graphic organizer that they filled out during the prewriting stage:

Opinion Writing Name: [REDACTED]

Sioux

Paragraph 1	Citing Text Evidence #1	in the non-fiction book, "The Sioux" by Kevin Cunningham and Peter Benoit, The authors claimed the horses helped the Native Americans. First, in page 8, the authors claim that Native Americans began hunting on horsesback.
	Explanation Example	This helped Native Americans because horses could run faster. The Native Americans could catch up to the animal they were hunting. Page/Paragraph 8
Paragraph 2	Citing Text Evidence #2	Second, one page 9, the author claims that a horse was stronger and could hold/pull more than a dog. Page/Paragraph 9
	Explanation Example	And with a horse since they are stronger it makes it alot easier for the Native Americans to move stuff around.
Paragraph 3	Citing Text Evidence #3	Third, on page 9 the author states that a horse aloud people to move farther and faster. Page/Paragraph 9
	Explanation Example	This could be good for the Native Americans, to get were they need to be, faster and on time
	Conclusion Sentence	NOW with all this info the author trys to tell the reader that horses are very helpfull.

Adapted from © Steve W. Dunn

[REDACTED] - great job! 😊 I like y ur transition words and pages cited in each paragraph. please look over your explanation for paragraph 2... We complete sentences please. Other wise- Great job! 😊

Next, this is Student B's draft combined with their editing and revision:

In this non-fiction book, "The Sew" by Kevin Cunningham and Peter Benoit, the authors claimed that horses helped the Native Americans.

- First, on page 8 the authors claim that Native Americans began hunting on horseback. This helped Native Americans because horses could run faster, which helped Native Americans hunt the animal they were hunting.

- Second, on page 9, the authors claim that a horse was stronger and could hold/pull more than a dog. Since the horse is stronger, it can be a lot easier for the

Native Americans to get stuff around.

- Third, on page 9 the author states that a horse allowed people to ^{move} run faster and farther. This could be good for the Native Americans to get where they need to be, on time.

Now with all this information the author tries to tell the reader horses are very helpful.

Next, this is Student B's final copy they typed and submitted on Seesaw on their iPad:

12:41 PM Mon Nov 23 88%

< [Redacted]

In this non-fiction book, "The Sioux" by Kevin Cunningham and Peter Benoit, The authors claim that horses helped the Native Americans.

First, on page 8 the authors claim the Native Americans began hunting on horseback. This helped Native Americans because horses could run faster, which helped the Native Americans hunt the animal the were hunting

Second, on page 9 the authors claim that a horse was stronger and could hold/pull more than a dog, since the horse is stronger it can be a lot easier for the Native Americans to get stuff around

Third, on page 9 the author states that a horse aloud people to move around faster and farther, This could be good for the Native a American so they can get where they need to be on time.

Now with all this information the author try's to tell the reader horses are very helpful.

Next this is Student B's pretest and posttest:

Opinion Writing Pretest

Name:  ^{7/11} Date: 11-10-20

1. Who FIRST brought horses to the Americas? Circle your answer.
- a. Spanish explorers
 - b. Comanche
 - c. Cheyenne
 - d. Christopher Columbus

2. What advantages did horses bring to the Native Americans?
easier to move around and get places.

3. Label the order (1-4) of the stages of the writing process:
(What stage comes first, second, third, and last?)
- 3 Drafting 4 Publishing 2 Editing/Revising 1 Prewriting

4. What are your four editing strategies?
- 1. dot and say
 - 2. indent
 - 3. green light red light
 - 4. fix your spelling

5. List FOUR transition words you can use in your writing:
- 1. First
 - 2. second
 - 3. _____
 - 4. _____

Opinion Writing Post-Test

Name:  ^{11/11} Date: 11-17-20

1. What are your four editing strategies?
- 1. dot and say
 - 2. green light red light
 - 3. orange square
 - 4. bottom to top

2. Label the order (1-4) of the stages of the writing process:
(What stage comes first, second, third, and last?)

2 Drafting 1 Prewriting 4 Publishing 3 Editing/Revising

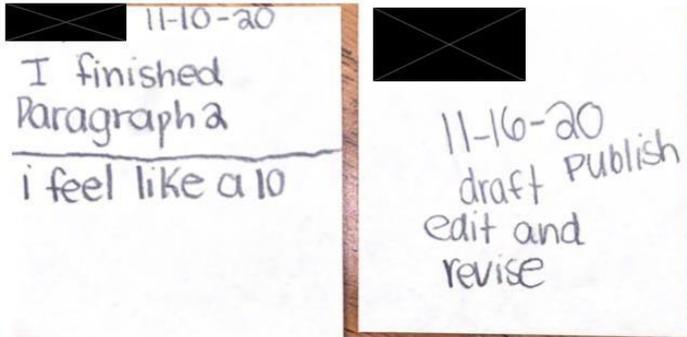
3. List FOUR transition words you can use in your writing:
- 1. first
 - 2. second
 - 3. third
 - 4. lastly/finally

4. Who FIRST brought horses to the Americas? Circle your answer.
- a. Spanish explorers
 - b. Apache
 - c. Christopher Columbus
 - d. Plains People

5. What advantages did horses bring to the Native Americans?
move around quicker

Next, this is Student B's two formative assessments (Post-It notes):

The exit ticket from 11/10/20 asked what paragraph of the graphic organizer they were on and their confidence in their writing for the day on a scale of 1-10. The exit ticket from 11/16/20 asked what the four stages of the writing process are.



Lastly, this is Student B's completed rubric:

	3	2	1	0	Score
Transition Words	Student used 3 transition words.	Student used 2 transition words.	Student used 1 transition word.	Student did not use any transition words.	3
Citing Evidence	Student cited evidence in all 3 body paragraphs.	Student cited evidence in 2 body paragraphs.	Student cited evidence in 1 body paragraph.	Student did not cite evidence at all.	3
Use of Editing Strategies (Green/Red Light, Orange Square, Dot and Say, and Bottom to Top Reading)	It is obvious in the final copy that the student used all 4 editing strategies.	It appears that the students used 2 or 3 editing strategies.	It appears the student used 1 editing strategy.	It is obvious that the student did not attempt any of the editing strategies.	2
Writing Supports Author's Claim	All three paragraphs support the author's claim.	2/3 paragraphs support the author's claim.	1/3 paragraphs support the author's claim.	No paragraphs support the author's claim.	3
TAG included in topic sentence	Title, Author, and Genre are included in topic sentence.	2/3 of TAG are included in topic sentence.	1/3 of TAG are included in topic sentence.	No part of TAG are included in topic sentence.	3

Additional Comments: 14/15
 - Nice work! I noticed multiple times where you put a comma where a period should have been. I also noticed a few spelling errors- make sure to circle words you don't know when you edit. Very good work! 😊

Student C: Student C does well in school. This student's strong area is math, but still does well in Language Arts. When I look at their strengths relative to what was measured by the assessment, their score went up 9% from the pretest to the posttest. This student got all components of the writing portion of both tests correct but got both parts of the social studies portion wrong on the pretest and one part of the social studies portion wrong on the posttest (the question that a lot of students struggled with). When it comes to challenges this student faced from the assessment, their main concern is spelling. I have seen this over the weeks that this student is very below grade level with their spelling. On the rubric, I gave this student a 2/3 on the use of editing strategies, because it appeared that they did not use Dot and Say or Bottom to Top Reading. Student C would benefit greatly from using these strategies due to their poor ability to spell. When it comes to the content/semantic part of their writing, they did a tremendous job, as seen on the rubric.

First, this is Student C's graphic organizer that they filled out during the prewriting stage:

Opinion Writing

Name 

Paragraph 1	Citing Text Evidence #1	In the nonfiction book <i>The Sower</i> by Kevin Cullen and Peter Berridge the authors claim that horses are ^{are} better at hunting on horse backs.
	Explanation Example	This helped native Americans because horses can run faster than native Americans could. They were hunting faster.
Paragraph 2	Citing Text Evidence #2	Secondly on page 4 this made it easier to travel for the horses.
	Explanation Example	this helped the native Americans to find food easier and easier.
Paragraph 3	Citing Text Evidence #3	Finally, on page 9 Horses eat grass instead of meat.
	Explanation Example	This gives native Americans more food instead of giving it all to dogs.
	Conclusion Sentence	that main reason why horses are useful in the nonfiction book <i>The Sower</i> .

Adapted from © Steve W. Dunn

Great work,  I like how you used transition words & you ~~use~~ cited your sources. Keep up the great work! :)

Next, this is Student C's draft combined with their editing and revision:

□ In the non-fiction book "The Jews"
by Kevin Cunningham and
Peter Berolt the authors claim
that Hoorses helped the hatev
Amapicans.

□ First, on page 8 the authors
state that hatev Amapicans
began hunting on House back.
This helped the hatev Amapicans
because hoorses can run faster
than hatev Amapicans ^{could}
of ^{gotten} ~~zatten~~ up to the amild trilly
^{make it} ~~were~~ ^{were} hunting faster.

□ second on page 9 this made it

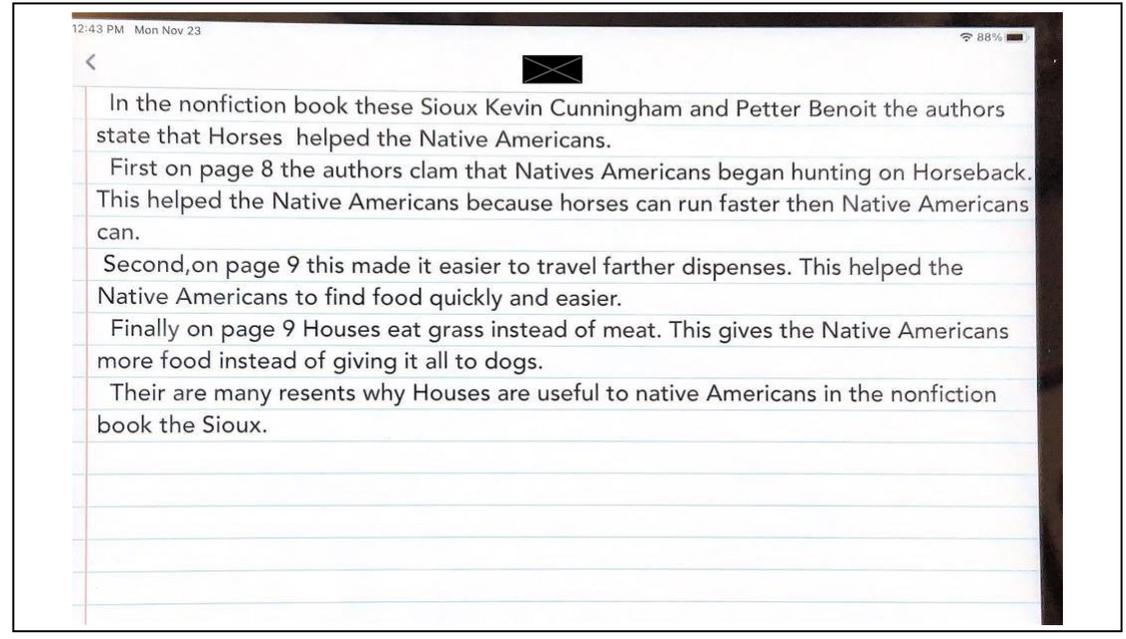
easier to travel long distances

This help the native Americans
to find food easier and easier

□ Finally, on page 9 Horses eat
grass instead of meat. This gives
the native Americans more food
instead of giving it to dogs

□ That are many reasons
why Horses are useful in
the nonfiction book the same

Next, this is Student C's final copy they typed and submitted on Seesaw on their iPad:



Next this is Student C's pretest and posttest:

Opinion Writing Pretest

Name: 

9/11

Date: 11-10-20

1. Who FIRST brought horses to the Americas? Circle your answer.
- a. Spanish explorers
 - b. Comanche
 - c. Cheyenne
 - d. Christopher Columbus

2. What advantages did horses bring to the Native Americans?
- _____
- _____
- _____

3. Label the order (1-4) of the stages of the writing process:
(What stage comes first, second, third, and last?)

2 Drafting 4 Publishing 3 Editing/Revising 1 Prewriting

4. What are your four editing strategies?

- 1. bot aldsay
- 2. red light and blue light
- 3. prog # scower
- 4. chore words

5. List FOUR transition words you can use in your writing:

- 1. first
- 2. second
- 3. third
- 4. finally

Opinion Writing Post-Test

Name: 

10/11

Date: 11-17-20

1. What are your four editing strategies?

- 1. bot and say
- 2. red light green light
- 3. orgch spare
- 4. red and revising

2. Label the order (1-4) of the stages of the writing process:
(What stage comes first, second, third, and last?)

2 Drafting 1 Prewriting 4 Publishing 3 Editing/Revising

3. List FOUR transition words you can use in your writing:

- 1. first
- 2. second
- 3. third
- 4. finally

4. Who FIRST brought horses to the Americas? Circle your answer.

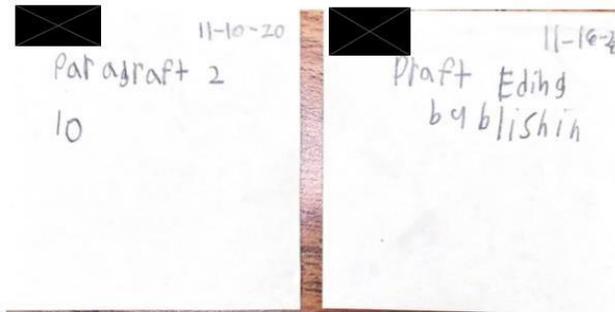
- a. Spanish explorers
- b. Apache
- c. Christopher Columbus
- d. Plains People

5. What advantages did horses bring to the Native Americans?

to travel farther distances easier and
quicker

Next, this is Student C's two formative assessments (Post-It notes):

The exit ticket from 11/10/20 asked what paragraph of the graphic organizer they were on and their confidence in their writing for the day on a scale of 1-10. The exit ticket from 11/16/20 asked what the four stages of the writing process are.



Lastly, this is Student C's completed rubric:

	3	2	1	0	Score
Transition Words	Student used 3 transition words.	Student used 2 transition words.	Student used 1 transition word.	Student did not use any transition words.	3
Citing Evidence	Student cited evidence in all 3 body paragraphs.	Student cited evidence in 2 body paragraphs.	Student cited evidence in 1 body paragraph.	Student did not cite evidence at all.	3
Use of Editing Strategies (Green/Red Light, Orange Square, Dot and Say, and Bottom to Top Reading)	It is obvious in the final copy that the student used all 4 editing strategies.	It appears that the students used 2 or 3 editing strategies.	It appears the student used 1 editing strategy.	It is obvious that the student did not attempt any of the editing strategies.	2
Writing Supports Author's Claim	All three paragraphs support the author's claim.	2/3 paragraphs support the author's claim.	1/3 paragraphs support the author's claim.	No paragraphs support the author's claim.	3
TAG included in topic sentence	Title, Author, and Genre are included in topic sentence.	2/3 of TAG are included in topic sentence.	1/3 of TAG are included in topic sentence.	No part of TAG are included in topic sentence.	3

14/15

Additional Comments:
 [Redacted] - it appears you did NOT use dot and say, and bottom to top reading. These strategies are important so our writing looks correct and make sense. Great job on everything else! 😊

5. Document evidence of feedback on the work of **two** of the three focus students.

Student B:

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☒ - great job! 😊 I like your transition words and pages cited in each paragraph. Please look over your explanation for paragraph 2... Use complete sentences please. Other wise- Great job! 😊

Nice job, ☒

The book is called "The Sioux" in quotes ("") and capitalized.

Fix that, and you should be good to go!

Adapted from © Steve W. Dunn

Great work, ☒ I like how you used transition words & you ~~use~~ cited your ~~paragraphs~~ pages. Keep up the great work! 😊

Student C:

, nice job! Great transition words and citing evidence. Let's look at a few things.

"Native " in Native Americans is capitalized.

The book is called "The Sioux" in quotes "".

Last, read your concluding sentence and see if it makes sense

6. Explain how your feedback addressed individual student needs and learning objectives. Provide specific evidence of effective, formative feedback descriptively shared with students - specifically success feedback (something the student did correctly) and/or intervention feedback (describing correction or a feature of quality needing work) given to students and describe opportunities for the students to apply the feedback to improve the work or their understanding. (Rubric 9 in Assessment)

For this unit, I included written feedback after students completed their graphic organizer during the prewriting stage. The feedback I gave was based on the rubric I created to go along with this unit. I included formative feedback for both students.

For Student B: The feedback on their graphic organizer addressed their individual learning needs because I stated what this student did correctly, then discussed two areas where they need to correct their writing. Students received their graphic organizers back after I gave them feedback, so they had the opportunity to apply the feedback and therefore improve their work.

For Student C: The feedback I gave this student focused on the positives. Their writing made sense and had transition words, citing evidence, and included TAG in their topic sentence. The student did all of those correctly, so I wanted to emphasize that in their prewriting so they could continue that in the rest of the writing process.

Another time I included written feedback was after students submitted their final copy on Seesaw. If students needed to make corrections, I would comment on their post and send it back for them to complete. After students sent their post back one time, that is what I "graded" them on based on the rubric.

For Student B: This student just needed to correct one punctuation error in their topic sentence. It was my hope that this student would double-check the rest of their work for other punctuation errors similar to the one I mentioned, but this student didn't. They had additional punctuation errors and spelling errors in their final copy, so I gave this student a 14/15 on the rubric.

For Student C: This student had a few things to look at. I mentioned one punctuation error and one spelling error. I also mentioned that their concluding sentence didn't make sense. Student C only corrected one of the errors they made. They capitalized the "N" in "Native Americans," but didn't correct the other errors. This student's writing had many spelling errors and some of their sentences didn't make sense. Student C received a score of 14/15 on the rubric.

Aside from the written feedback I gave to each student during the two times stated above, I also gave constant verbal feedback. As students were completing each stage of the writing process, I was monitoring individual students' work. Once a student completed their graphic organizer, draft, or final copy, I made sure they raised their hand to tell me so I could look over their work before moving on. I would give students success feedback followed by next-step feedback if it was needed. For example, one student was showing me his draft. As I was reviewing it, I said, "Nice job. You included transition words at the beginning of each paragraph, which was exactly what you were supposed to do. Great! Let's take a look at your citing evidence, though. You need to include which page you found this information on. Please do that for each of

your three body paragraphs.” Once I told this student this, he realized he forgot that aspect of his writing. It was a quick fix, and he was able to move on to editing and revising.

7. Identify next steps in instruction for the **two** focus students you identified (in step 5, above).

(Rubric 9 in Assessment)

Student B: Student B has some next steps in instruction. First, this student needs to fix their punctuation. The way their writing is right now, they have run-on sentences in their writing. Either the student mistakenly put a comma instead of a period in multiple areas, or they thought that their two sentences could be combined into one. Either way, this student’s next step in instruction is understanding what a run-on sentence is and knowing when to fix it in their writing.

Next, this student needs to check their spelling. They did a good job of catching most of their spelling errors in the editing and revising stage, but they spelled “allowed” as “aloud.” I have noticed that some students try to do talk-to-text on their iPads when they are typing their final copy on their iPads. My cooperating teacher and I tell students to not do that as that is not actually typing their work out. As seen in this student’s work, they used a homophone for the word, “allowed.” The next step in instruction would be first, to type out your work, and next, to thoroughly execute the editing strategy of Bottom to Top Reading.

The last next step in instruction for this student based on their work is to steer them away from starting their writing by stating, “In this work, I am going to tell you this…” and “Now with all this information, the author tells the reader…” As discussed in our PLC meetings, we do not want our students to write as such in fifth grade. Their writing should be more fluid and not sound as awkward as it does with those phrases. I would recommend to Student B to try to make their writing sound more natural in this sense.

Student C: Next steps in instruction for Student C are similar to Student B. First, Student C needs to execute Bottom to Top Reading more thoroughly. This student struggles with writing in the aspect of correctly spelling words. This student makes many spelling errors in their drafting stage but does a decent job of asking how to spell words and looking up how to spell words. Even so, this student’s final draft is expected to have zero spelling errors. In their final draft, they made many spelling mistakes. For example, they spelled “claim” as “clam,” “than” as “then,” “distances” as “dispenses,” “reasons” as “resents” and twice, “horses” as “houses.” Instructions given to this student would be to first, tell them they are doing a good job of catching most of their spelling errors, but they should double, or triple check their work at each stage of their writing. I would also tell this student that some words look very similar, such as distances and dispenses, but we need to read our writing and make sure it makes sense (Dot and Say).

Another next step in instruction for this student is to check punctuation and capitalization. They did not put the book “The Sioux,” in quotes either time they used it in their writing. Also, as stated in their feedback, the “N” in Native Americans needs to be capitalized. Overall, this student needs to slow down and take their time reviewing their work before submitting their final copy.

Overall, both Students B and C did great work on the content side of their writing. They included all necessary components as stated in the rubric. Their next steps in instruction focused on their editing and revising stage. They both need to double check their work before submitting their final copy.

B. Overall Reflective Commentary on Evaluation

(View Rubric 9 on Assessment and Rubric 10 in Reflection)

1. Communicate how assessment evidence guided your decision-making as you adjusted your daily lesson plans.

Assessment evidence made me adjust my daily lesson plans. This assessment evidence varies from the pretest, exit tickets, quick checks of individual students’ writing, and verbal check-ins.

After students took the pretest, I realized that when explicitly asked what the writing stages and editing strategies were, they were confused. They either didn’t know what they were, or they were mixing up the writing stages with their editing strategies. For example, some students listed the writing stages under the question that asked what their editing strategies were. For each day of presenting lessons, I would include a time where I reviewed the stages of writing and editing strategies. Every day I verbally quizzed them on what the four stages of the writing process are. It was my hopes that the repetition would help them remember those stages. Every day I would also ask for volunteers to tell me what their editing strategies are. After four different students listed the editing strategies, I would ask someone to reference where in the room they could find them. There is an anchor chart in the room that lists all four editing strategies, and what needs to be done for each strategy. Students could use this as a checklist to make sure they used all of their editing strategies. This was adjusted because originally, I had not planned on including those components in my lesson plans. I made it a point to include reviewing the writing stages and their editing strategies each day of this unit because I saw they needed that direct instruction after I graded their pretests.

Next, I used their exit tickets to adjust my daily lesson plans. On Day 1, Prewriting, and Day 2, Drafting, I gave students exit tickets. The first exit ticket asked which paragraph of their prewriting they were on and how confident they felt with their writing from the day. The second exit ticket asked what the writing stages were. I used these exit tickets to guide my instruction. The first exit ticket told me two things. First, I saw how much writing they accomplished that day. This helped tell me how many students needed how much time to work on their prewriting. Most students were on the second paragraph, which meant most of them needed ten to fifteen minutes to finish their prewriting. Then, they can move onto the drafting stage. Given this information, on Day 2, I gave little direct instruction and allowed most of the Writing block for students to finish their graphic organizers and then move on to drafting. The second thing the first exit ticket told me was how confident students felt with their writing. This told me which students knew what they were doing, and which students needed more instruction. In turn, this allowed me to let students work away if they felt confident with their writing and gave me more one-on-one time with students who may have been struggling.

The second exit ticket asked what the writing stages were. This was a follow up on my daily review of the stages of the writing process and the editing strategies. I wanted to see how many students knew the writing stages after two review days. After assessing the exit tickets, I saw that the majority of students understood the writing stages. I knew that I didn't have to review the writing stages with them as in-depth in the follow day of this unit.

Next, I reviewed students' writing as they were working on this. Using this informal assessment, I gauged how much time was needed for the unit. I reviewed students' writing by constantly walking around and seeing how much accurate writing students were accomplishing. I did this every day; especially the first two days. I used this knowledge to adjust how many days students actually needed to work on this unit. Instead of making the unit four days long as I had originally anticipated, I changed the unit to three days. I made this adjustment because students were working faster than I thought they were going to. I made the decision to combine the last two days: Editing/Revising and Publishing. I noticed some students finished their draft about halfway through the second day. Next, they moved on to editing and revising. Once they finished that, they were asking if they should start publishing. This made me think that the editing and revising day will not take up a full day. I decided to have students wait to publish until tomorrow but condense days three and four into just day four. This worked well. Students were excited to finish their editing and revising to type their final copy on the iPad. I was worried that condensing the two days together would not allow enough time for students who may be struggling with their writing, but that was not an issue. If students did not finish their final copy at the end of the third day of Writing, they had Daily 5 time at the end of the day to work on their final copy. This worked out well. Every day, surveying how far students were on their writing let me make the decision to condense days three and four into one day, and in turn saved the valuable time students have at school.

The last assessment evidence I used to adjust daily lesson plans was to do verbal check-ins. I asked students how they thought the writing was going and they replied individually. This didn't necessarily happen during Writing, but during transitions or other times during the day. I also asked to show how they felt about their writing by giving a thumbs up or a thumbs down. Again, this gave me a general idea of how students felt about their writing and how much of their writing they accomplished. This informal method allowed me to condense four days of this unit into three days and gave me a time frame of which students needed more independent work time.

2. Communicate what you have learned about assessing student learning and the role of feedback in teacher effectiveness.

I learned about assessing student learning as well as the role of feedback to make myself an effective teacher. I learned that assessing student learning guides instruction. As I was assessing student work, as outlined in the above item, I realized how much of my planned instruction I had to change. I had everything planned out and ready to go, yet I still had to adjust my lesson plans. At first, I felt like I had failed at the planning aspect of this unit. After reflecting, I realized that adjusting as teaching happens is a major part of teaching, and I think one of the most fun parts. This adjusting happens when teachers use formative assessment. While formative assessment is valuable in adjusting lessons, summative assessments are important in a different way. I used the growth from the pretest to the post test as a summative assessment. All students' test scores increased from the pretest to the posttest, while two students' scores stayed the same. I also used the rubric I created to assess students' final copy. All students' writing was proficient after they submitted their final copy. That is due to the fact that proficiency on that rubric is 13/15. All students scored either 14/15 or 15/15. Overall, I learned that assessing student learning can help me adjust my lesson plans as well as tell me how well students know the content, I present to them.

Feedback is incredibly important if a teacher wants to be effective. This is how students know when they did something correctly and when they have items to work on. Success feedback tells students that they did follow instructions and correctly executed that part of their work. I learned how important this is! Some students (such as those in GATE) are typically 100% correct on everything in class. They might feel that feedback is always given to their classmates who need more assistance than they do. Success feedback on their work might make them feel that they did their work correct and their teachers see it and appreciate their hard work. In turn, this positively impacts that student/teacher relationship and might just motivate that student to keep working hard in school. Another type of feedback that is essential is next step feedback. This type of feedback addresses students' learning needs based on their specific work. For example, one student did not include transition words in their graphic organizer. I gave them next step feedback to add in those transition words. I learned how effective the sandwich style of feedback is. I start with something students did correctly, next I stated their next step feedback, and then I ended with something else they did correctly or a positive, motivational statement. Overall, feedback is important in teacher effectiveness because students know what is expected of them once they get either success or next step feedback.